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ABSTRACT

The stated purpose of the Carl D. Perkins Vocational, Technical, and Applied Technology Act is to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population. The Wisconsin Department of Public Instruction (DPI) proposes to achieve this purpose by concentrating resources on promoting and developing Tech Prep and Youth Apprenticeship programs in accordance with its School-to-Work initiative. The Wisconsin Technical College System Board (WTCSB) proposes to use its share of the federal funds to support activities that provide services for members of special populations and then for improving programs and services for all students. Of the $22,114,600 expected to be available to Wisconsin for each year of the 2-year period from July 1, 1994 to June 30, 1996, $11,006,800 will be administered by the WTCSB to support postsecondary and adult programs, services, and activities. The $2,102,200 reserved by the Act to develop Tech Prep program, services, and activities will be jointly administered by the WTCSB and the DPI. This document contains the 1994-96 Two-Year Plan adopted by the WTCSB. The plan constitutes the basis for the operation and administration of the state's vocational education program under the Perkins Act. Also included are assessment and funding provisions; a state profile; DPI/WTCSB needs assessment; DPI/WTCSB proposed use of Perkins funding; WTCBS/DPI Tech Prep provisions; DPI/WTCSB assurances and descriptions; and information on certification hearings, reviews, and responses. (KP)

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THE 1994-96 TWO YEAR PLAN FOR THE USE OF FEDERAL FUNDS

available under the

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT

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Technical College System

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THE 1994-96 TWO-YEAR PLAN
FOR THE USE OF FEDERAL FUNDS

available under the

CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT

Wisconsin Technical College System Board
310 Price Place
Madison, Wisconsin 53705
(608) 266-1207

Dwight A. York, State Director

EXECUTIVE SUMMARY

The Carl D. Perkins Vocational, Technical and Applied Technology Education Act, P.L. 101.392, is a federally funded program designed to assist states in improving the quality of, and increasing access to, secondary and postsecondary/adult vocational education. It is estimated that the state will be allocated $22,114,600 for each year of the two year period from July 1, 1994 through June 30, 1996.

The plan was developed by the Wisconsin Technical College System Board (WTCSB) and the Department of Public Instruction (DPI) in consultation with the Wisconsin Council on Vocational Education. The plan was also reviewed by the Council.

Policies established by the State Board or the Department for implementing this plan and for operating the federal program in Wisconsin were reviewed by the Committee of Practitioners established by the Act. The Committee also reviewed and commented upon the factors used in assessing the current status of vocational education in the state. The provisions of the plan are based upon this assessment.

The plan was also reviewed by the Wisconsin Jobs Council. Two public hearings were held to provide a forum for comments by the public and other interested parties. The plan was reviewed and approved by the Wisconsin Technical College System Board, the Governor, and by the U.S. Department of Education.

The stated purpose of the Perkins Act is to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population. The Department of Public Instruction proposes to achieve this purpose by concentrating resources on promoting and developing Tech Prep and Youth Apprenticeship in accordance with its School-to-Work initiative. The State Board proposes to achieve this purpose by using its share of the federal funds to support activities which provide services for members of special populations and then for improving programs and services for all students.

Of the $22,114,600 expected to be available to the state for each year of the plan, $11,006,800 will be administered by the State Board to support postsecondary/adult programs, services and activities. The Department of Public Instruction will administer $9,005,600 to support secondary level programs, services and activities. The $2,102,200 reserved by the Act to develop Tech Prep programs, services and activities will be jointly administered by the Board and the Department.

Wisconsin Technical College System Board

310 Price Place *P.O. Box 7874* *Madison, WI 53707* *608-266-1207*

Dwight A. York
State Director

CERTIFICATION OF STATE BOARD
STATE OF WISCONSIN

I hereby certify that the attached document containing the 1994-96 Two-Year Plan was adopted by the Wisconsin Technical College System Board.

This plan constitutes the basis for the operation and administration of the State's vocational education program under the Carl D. Perkins Vocational and Applied Technology Education Act, P.L. 101-392, during the period of the plan. All information and representations contained in the plan as of this date are accurate to the best of my knowledge and belief.

March 24, 1994
(date)

By: Allen Schraufnagel
Allen Schraufnagel, President
Wisconsin Technical College
System Board

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APPENDICES*

A. Department of Public Instruction 1991-92 Vocational and Applied Technology Education Act Guidelines
B. Tech-Prep Projects FY92 Application Guidelines
C. Wisconsin Board of Vocational, Technical and Adult Education 1991-92 Vocational and Applied Technology Education Act Guidelines

* Appendices not included. For information on postsecondary and adult vocational education federal funding application guidelines, contact the Wisconsin Technical College System Board, 310 Price Place, P.O. Box 7874, Madison, WI 53707 [Telephone (608) 266-1207]. For information on secondary or Tech-Prep vocational education federal funding application guidelines, contact the Bureau for Vocational Education, Wisconsin Department of Public Instruction, 125 South Webster Street, P.O. Box 7841, Madison, WI 53707 [Telephone (608) 267-9244].

IV. ASSESSMENT PROVISIONS

Section 116(a) of the Act requires the State Board and the Department of Public Instruction to conduct assessments of their respective systems using measurable objective criteria developed, respectively, by the Board and the Department. These criteria are to be developed in consultation with a Committee of Practitioners formed of representatives of the groups specified in Section 512 of the Act, and is to "use information gathered by the National Occupational Information Coordinating Committee and, if appropriate, other information" (Section 115(a)). In so far as neither the National Committee nor its State counterpart gathers information, the assessments described in Parts VII and X below are based on other data as appropriate to the areas that are required to be assessed.

The membership of the Committee of Practitioners represents the following groups:

A. Representatives of local educational agencies, who shall constitute a majority of the members of the Committee;
B. School administrators;
C. Teachers;
D. Parents;
E. Members of local boards of education;
i. Representatives of institutions of higher education; and
F. Students.

The criteria are to measure the extent to which:

A. Vocational education programs integrate academic and vocational subjects;

B. Sequential courses of study lead to both academic and occupational competencies;

C. Students increase their work skills and job placement numbers;

D. Linkages exist between secondary and postsecondary vocational education institutions;

E. Instruction and experience, to the extent practicable, is provided in all aspects of the industry the students are preparing to enter;

F. Eligible recipients are able to meet the needs of members of special populations with respect to vocational education;

G. The quality of vocational education has been raised in schools with high concentrations of poor and low-achieving students;

H. Vocational programs are relevant to the workplace and to the occupations for which students are to be trained and reflect a realistic assessment of current and future labor market needs, including needs in areas of emerging technologies;

I. Vocational curricula, equipment and instructional materials reflect the requirements of the labor market;

J. The hiring needs of employers are being and will be met in relation to basic and higher order current and future workplace competencies;

K. The relative academic, occupational, training, and retraining needs of secondary, adult, and postsecondary students are being met.

The assessment must also include analyses of:

A. The relative academic, occupational, training,and retraining needs of secondary, adult and postsecondary students;

B. The capability of vocational education programs to provide vocational education students with:

   1. Strong experience in and understanding of all aspects of the industry the students are preparing to enter (including the areas of planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues; and health, safety, and environmental issues; and

   2. Strong development in and use of problem-solving skills and basic and advanced academic skills (including skills in the areas of mathematics, reading, writing, science, and social studies) in a technological setting.

The assessment was completed by November 1, 1993, which was at least six months before the plan was required to be submitted to the U.S. Department of Education.

Prior to beginning the assessment for the 1994-96 plan, representatives of the State Board and of the Bureau for Vocational Education of the Department of Public Instruction met with the Committee of Practitioners on July 7, 1993. The criteria developed for use in assessing the status of vocational education in the State prior to the development of the 1991-94 three-year plan were reviewed with the Committee. The Committee generally agreed upon the adequacy of the original measures used by the State Board and suggested how some of them could be improved. The representatives of the Department of Public Instruction explained that they intended to replace their original measures with the results of a planned survey of eligible recipients. They outlined how they could deal with each of the assessment factors through such a survey and accepted suggestions from the Committee for improving the design of the instrument.

Descriptions of assessments conducted by the Department of Public Instruction and the State Board may be found in Part VI for the Department and Part VIII for the Board. The funding decisions based on these assessments may be found in Part VII for the Department and Part IX for the Board.

V. FUNDING PROVISIONS

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 provides support for vocational-technical education under two titles. Title II, Basic State Grants for Vocational Education, contains the provisions under which the majority of funds available to the State shall be expended. Title III, Special Programs, contains provisions for three separate purposes which have been funded and which are administered by the State Board and the Department of Public Instruction: State Assistance for Vocational Education Support Programs by Community-Based Organizations, Consumer and Homemaking Education, and Tech-Prep Education. An additional three Title III purposes that would have been administered by the two State agencies were not funded, while two purposes administered by the Secretary of the U.S. Department of Education were funded.

Funding in this plan is based on the final allocation figures for 1994-95 provided by the U.S. Department of Education. It is anticipated at this time that the State will receive the same amount of funds for each year of the plan period.

With the exception of the funds available for use under Part E, Tech-Prep Education, which will be jointly administered by the State Board and the Bureau for Vocational Education of the Department of Public Instruction according to procedures developed by the two agencies, all funds will be split 55 percent for the State Board and 45 percent for the Department.

This allocation of funds between the secondary and postsecondary/adult levels continues the policy set by the State Board in March of 1990 which was based upon an assessment of the relative needs of these levels. The assessment of need conducted for the development of this plan reaffirmed the findings of the earlier assessment among which was that an increasing number of jobs will require postsecondary education below the baccalaureate level, that the adult populations requiring special services in order to succeed in vocational-technical education are increasing, that the WTCS districts are serving an increasing number of 16-18 year olds, and that a number of national studies have suggested that K-12 schools should concentrate most on providing students with basic skills instruction.

The Title II, Basic Grant, funds available to the State equal $19,099,217. Of this amount, $14,303,424 will be available for expenditure for programs, services and activities described in Part C of Title II, Secondary, Postsecondary, and Adult Vocational Education Programs. The Act requires that these funds be made available to eligible recipients on the basis of formulas -- one for secondary funding described in Section 231 and another for Postsecondary and Adult described in Section 232.

The Act lists 14 purposes for which Title II, Part C, funds may be expended:

A. Upgrading of curriculum;

B. Purchase of equipment;

C. In-service training of both vocational instructors and academic instructors working with vocational education students for integrating academic and vocational education;

D. Guidance and counseling;

E. Remedial courses;

F. Adaptation of equipment;

G. Tech-Prep education programs;

H. Supplementary services designed to meet the needs of special populations;

I. A special populations coordinator paid in whole or in part from such funds who shall be a qualified counselor or teacher to ensure that individuals who are members of special populations are receiving adequate services and job skill training;

J. Apprenticeship programs;

K. Programs which train adults and students for all aspects of the occupation, in which job openings are projected or available;

M. Comprehensive mentor programs in institutions of higher education offering comprehensive programs in teacher preparation, which seek to fully use the skills and work experience of individuals currently or formerly employed in business and industry who are interested in becoming classroom instructors and to meet the need of vocational educators who wish to upgrade their teaching competencies; and

N. Provision of education and training through arrangements with private vocational training institutions, private postsecondary educational institutions, employers, labor organizations, and joint labor-management apprenticeship programs whenever such institutions, employers, labor organizations, or programs can make a significant contribution to obtaining the objectives of the State plan and can provide substantially equivalent training at a lesser cost, or can provide equipment or services not available in public institutions.

The remainder of the Basic Grant funds are available as follows:

$2,002,478 will be available for use under Part B, Subpart 1, Programs to Provide Single Parents, Displaced Homemakers, and Single Pregnant Women with Marketable Skills and to Promote the Elimination of Sex Bias. These funds are divided between the two programs -- $1,430,341 for expenditure under Section 221 of Subpart 1, Programs for Single Parents, Displaced Homemakers, and Single Pregnant Women; and $572,137 for expenditure under Section 222 of Subpart 1, Sex Equity Programs.

$218,697 will be available for expenditure under Subpart 2, Corrections Education; Section 225, Programs for Criminal Offenders. These funds may only be administered by the State Department of Corrections to administer vocational education programs assisted under the Act for adult criminal offenders and by the Department of Health and Social Services for juvenile criminal offenders in correctional institutions in the State, including correctional institutions operated by local authorities.

The Act requires that the funds allocated to Single Parents et al., Elimination of Sex Bias, and Corrections programs must equal at least the amount allocated for these programs in 1990-91. In order to meet these "hold harmless provisions, additional funds were only needed for Corrections programs; these funds were drawn equitably from the other funded sections of Title II as required by the Regulations.

$1,621,056 will be available for expenditure under Part A, State Programs; Section 201, State Programs and State Leadership. These activities shall include professional development activities; development, dissemination, and field testing of curricula; and assessment of programs conducted with assistance under the Act.

$953,562 will be available for State Administration of which at least $60,000 must be expended on the administration of activities for single parents, displaced homemakers, and single pregnant women under Part B of Title II; the administration of the sex equity program under Part B; and carrying out the duties and responsibilities described in Section 111(b) pertaining to the implementation and evaluation of sex equity activities in the State.

$3,015,403 will be available for expenditure for the special programs funded under Title III of the Act:

A. $233,750 will be available for expenditure under Part A of Title III, State Assistance for Vocational Education Support Programs by Community-Based Organizations;

B. $679,476 will be available for expenditure under Part B, Consumer and Homemaking Education; and

C. $2,102,177 will be available for expenditure under Part E, Tech-Prep Education.

The Act requires the State to provide matching funds for State Administration. The State will provide at least $948,017 of non-Federal funds for the administration of the Act: $521,330 for the State Board and $426,687 for the Department of Public Instruction.

Both the State Board and the Department of Public Instruction are requiring the recipients of VEA funds to expend at least the same amount of Federal funds for Guidance and Counseling during 1994-95 and 1995-96 as they expended for such activities during 1988-89. The WTCS districts will need to expend a total of $1,573,485 of Federal funds while the secondary districts will be expending at least $194,000 (but plan to expend $514,600) of Federal funds for Guidance and Counseling activities.

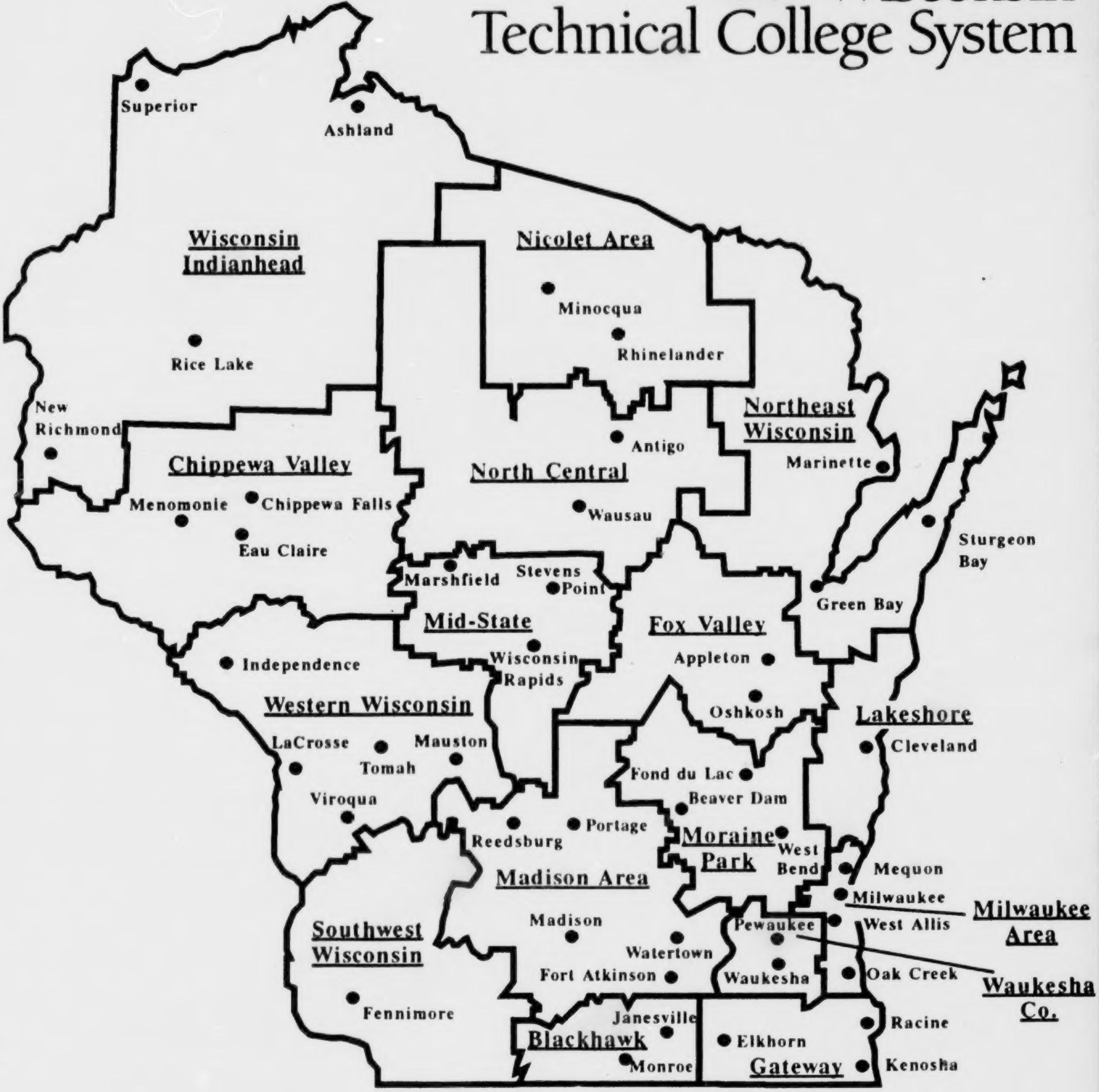
At least one-third of the VEA funds available for Consumer and Homemaking Education under Title III is required to be spent in economically depressed areas or areas with high rates of unemployment for programs designed to assist consumers and to help improve home environments and the quality of family life. Overall, about two-thirds of these funds will be used to serve members of special populations.

Summary of Estimated Funds

	TOTAL	WTCSB	WTCSB/DPI	DPI
Formula Funds	$14,303,424	$7,865,696		$6,437,728
Single Parent	1,430,341	786,569		643,772
Sex Equity	572,137	314,627		257,510
Corrections	218,697	121,850		96,847
State Admin.	953,562	524,381		429,181
State Programs	1,621,056	891,447		729,609
TITLE II Total	19,099,217	10,504,570		8,594,647
CBO's	233,750	128,563		105,187
Con. & Hmmking.	679,476	373,712		305,764
Tech-Prep	2,102,177		2,102,177	
TITLE III Total	3,015,403	502,275	2,102,177	410,951
GRAND TOTAL	$22,114,620	$11,006,845	$2,102,177	$9,005,598

VI. STATE PROFILE

Wisconsin
Technical College System


Superior
Ashland
Wisconsin Indianhead
Rice Lake
New Richmond
Nicolet Area
Minocqua
Rhinelander
Northeast Wisconsin
Marinette
Sturgeon Bay
Green Bay
Antigo
North Central
Wausau
Chippewa Valley
Menomonie
Chippewa Falls
Eau Claire
Marshfield
Stevens Point
Mid-State
Wisconsin Rapids
Fox Valley
Appleton
Oshkosh
Independence
Western Wisconsin
LaCrosse
Tomah
Mauston
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Lakeshore
Cleveland
Fond du Lac
Beaver Dam
Reedsburg
Portage
Moraine Park
West Bend
Madison Area
Mequon
Milwaukee
Milwaukee Area
West Allis
Pewaukee
Southwest Wisconsin
Madison
Watertown
Fort Atkinson
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Kenosha

VOCATIONAL, TECHNICAL AND ADULT EDUCATION

DISTRICTS AND CAMPUSES

WISCONSIN

●

Districts Operating High Schools

●

Cooperative Educational Service Agencies

●

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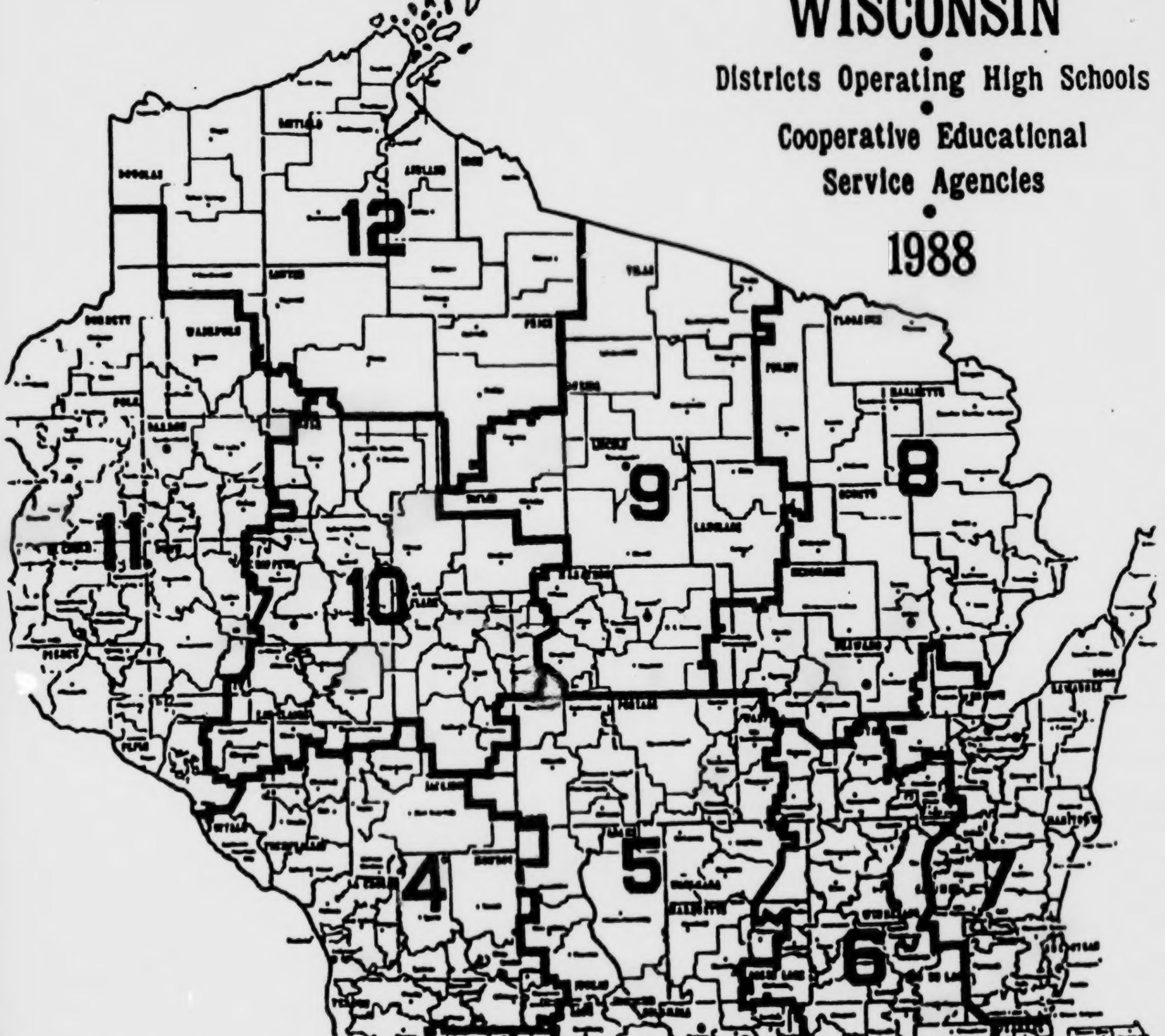
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The following tables present population and other information on secondary and postsecondary/adult vocational-technical education in Wisconsin and on the population of the State. This data was used by the State Board and the Bureau for Vocational Education in the Department of Public Instruction in assessing the quality of vocational-technical education in the State.

The following table provides population information from the 1990 U.S. Census of Population.

State Population

Total, 1990	4,891,769
Total, 1980	4,705,642
Numerical Increase	186,127
Percent Increase	3.95%

Race/Ethnic Status

In the first set of numbers, persons of Hispanic origin are shown as a separate ethnic group. However, a person from Spain or one of the Latin American countries may identify themselves with a racial group as well as of Spanish origin; e.g., a person of Spanish origin may be White and choose to identify themselves as such on the Census form because that is what they consider themselves to be, just as a White person of German origin will most likely identify themselves as White and give their country of origin as Germany. The second set of numbers, therefore, shows the population of the State with persons of Spanish Origin distributed to the racial groups they entered on the Census forms. For example, there were 37,769 American Indians of Non-Hispanic Origin in Wisconsin in 1990; an additional 1,618 American Indians who identified themselves as being of Spanish Origin also identified themselves as American Indians for a total of 39,387 American Indians.

American Indian	37,769
Asian	52,284
Black, Non-Hispanic	241,697
Hispanic Origin	93,194
White, Non-Hispanic	4,464,677
Other	2,148

American Indian	39,387
Asian	53,583
Black	244,539
Hispanic	39,589
White	4,512,523
Other	2,148

Age

18 and Over	3,602,787	73.65%
17 and Under	1,288,982	26.35%

% Age by Race/Ethnic Status
(Hispanic Origin included in
racial groups)

This information on the age of Wisconsin's population is noteworthy because it shows the difference between white and minority populations in the number of individuals aged 17 and under. While the total number of minorities aged 17 and under equals 10.7 percent of the total population aged 17 and under, the percentages are significant in terms of providing vocational-technical education programs, services and activities to these populations.

18 and Over	3,602,787
American Indian	61.62%
Asian	57.14%
Black	59.88%
Hispanic	57.78%
White	74.86%
Other	56.12%
17 and Under	1,288,982
American Indian	38.38%
Asian	42.86%
Black	40.12%
Hispanic	42.22%
White	25.14%
Other	43.88%

The following table provides information on the estimated number of persons in the State who are eligible for services under the Job Training Partnership Act. The estimates were developed by the Department of Industry, Labor and Human Relations for program years 1994 and 1995.

Total Eligible	475,498
Sex	
Male	201,488
Female	274,009
Age	
Age 14 and 15	13,973
Age 16 through 21	95,854
Age 22 through 54	305,381
Age 55 through 69	60,290
Race/Ethnic Status	
American Indian	12,048
Asian and Other	20,147
Black, Non-Hispanic	70,738
Hispanic	20,428
White, Non-Hispanic	352,137
Situation	
Disabled	37,653
Displaced Homemakers	34,201
High School Drop-Outs Age 16 through 69	94,924
AFDC-WEOP Eligible	40,199
Teenage Parents	25,965
Public Assistance	132,840
Offenders and Ex-Offenders	46,378
Veterans	41,675
(Vietnam Era Veterans)	(14,037)
Refugees	18,274

As of April 30, 1993, the Refugee Assistance program operated by the Department of Health and Social Services reported 29,397 persons who qualified as refugees.

Enrollment and Completions

WTCS District (postsecondary/adult) information is from all districts; secondary information is only from those districts which received Perkins Act funds (about 88% of all secondary districts in 1992-93).

		Secondary Districts	WTCS Districts
Districts			
Districts	(with High Schools)	380	16
Districts with Vocational Programs	(Carl Perkins participants)	323	16
SECONDARY/POSTSECONDARY: 1992-93			
Enrollment			
Total		65,888	184,519
Males		31,034	83,500
Females		34,854	99,519
Sex Not Reported		--	1,500
Disabled		4,846	11,729
Disadvantaged		16,067	76,581
Limited English Proficient		400	8,187
Race/Ethnic Status			
American Indian		1,053	2,394
Asian		1,815	5,359
Black, Non-Hispanic		5,407	12,710
Hispanic		2,118	5,919
White, Non-Hispanic		89,634	150,995
Not Reported		--	7,142
Completers			
Total		18,064	15,706
Number Entered Labor Force (LF = Employed + Unemployed)		21,828	12,096

	Secondary Districts	WTCS Districts
SECONDARY: 1992-93		
Number Employed	3,265	
Race/Ethnic Status		
American Indian	17	
Asian	17	
Black, Non-Hispanic	99	
Hispanic	42	
White, Non-Hispanic	2,910	
Other Outcomes		
Number Unemployed	304	
Pursuing Further Education	5,920	
Entered Military	382	
POSTSECONDARY: 1992-93		
Completers		
Total		15,707
Males		6,179
Females		9,464
Sex Not Reported		64
Disabled		751
Disadvantaged		4,480
Race/Ethnic Status		
American Indian		173
Asian		189
Black, Non-Hispanic		559
Hispanic		206
White, Non-Hispanic		14,301
Not Reported		279
Other Outcomes		
Number Entered Labor Force		12,096
Employed, Related		8,944
Employed, Not Related		2,175
Relatedness Not Reported		34
Unemployed		943
Pursuing Further Education		743

	Secondary Districts	WTCS Districts
ADULTS: 1992-93		
Adult Students in Training, Upgrading or Retraining Courses		
Total		268,108
Male		135,224
Female		127,701
Sex Not Reported		5,183
Disabled		3,870
Disadvantaged		19,214
Limited English Proficient		1,732
Race/Ethnic Status		
American Indian		2,184
Asian		1,808
Black, Non-Hispanic		3,736
Hispanic		1,935
White, Non-Hispanic		238,129
Not Reported		20,316
SECONDARY/ADULT: 1992-93		
Consumer and Homemaking		
Enrollment		
Total	22,641	20,551
Male	8,044	3,878
Female	14,597	16,142
Sex Not Reported	--	531
Disabled	1,884	475
Disadvantaged	5,702	2,125
Limited English Proficient	132	714
Race/Ethnic Status		
American Indian	259	151
Asian	263	548
Black, Non-Hispanic	1,063	425
Hispanic	364	125
White, Non-Hispanic	20,792	18,577
Not Reported	--	725

SECONDARY/POSTSECONDARY: 1992-93

Student Organizations

Membership	Secondary Districts	WTCS Districts
Future Farmers of America	15,008	--
Postsecondary Agricultural Students	--	184
DECA, An Association of Marketing Students	6,000	--
Wisconsin Marketing and Management Association	--	740
Future Business Leaders of America	6,000	--
Business Professionals of America	--	495
Health Occupations Students of America	100	145
Vocational Industrial Clubs of America	1,600	496
Future Homemakers of America/ Home Economics Related Occupations	5,000	--
Wisconsin Student Organization	--	134

Refugees

Total	36,098
Hmong	27,811
Lao	3,856
Vietnamese	3,587
Cambodian	844

Population and the Labor Market

The following information, both narrative and statistical, is taken verbatim from the publication Wisconsin Projections 1990-2005, Industries, Occupations and Labor Force by the Department of Industry, Labor and Human Relations, April, 1993.

"Population is the major factor determining the size of the labor force and number of workers in different age groups. The people who will make up Wisconsin's labor force in the year 2005 are already at least thirteen years old. Based upon this population, very slow growth is expected in the labor force to the year 2005. There will be continued shortages of young people entering the labor force, and a decline in the number who are of ages 20 to 34 years old.

The labor force of 35 to 44 years will increase as the "baby boomers" age. High birth rates between 1946 and 1964 created the baby boom. As a result, the ten year age group with the largest population in 1990 is the 25 to 34 year old group, with over 820,000 people. By the year 2005, this large group will be 40 to 49 years old.

A rapid decline in birth rates followed the baby boom. The lowest point in births for Wisconsin was during 1973. Those born in 1973 have aged to seventeen years old in 1990, and teenagers, 15 to 19 years old, numbered less than 350,000 in that year.

Children of baby boom parents have created an "echo of the baby boom." Even though birth rates remained low when the baby boom generation reached family-forming age, the largeness of the baby boom meant a large number of children were born. Most of these people will be reaching labor force age between 2000 and 2005.

Nationally, birth rates among minorities have not declined as much as among the general population, and immigration has added to the minority population. The addition of minorities to the Wisconsin population has been similar. Based upon national population trends, an increasing proportion of Wisconsin's labor force growth will be minorities.

As a result of these population changes and of trends in labor force participation rates, Wisconsin's total labor force growth will drop from the 1.3 percent per year growth between 1980 and 1990 to a projected growth of 0.7 percent per year from 1990 to 2005. This is a decline from a growth of about 33,000 each year to a growth of about 19,000 annually.

The projected labor force growth rate for men will remain 0.6 percent per year during the 1990 to 2005 period. The labor force growth rate for women will drop from 2.0 percent per year experienced during the last decade to 0.9 percent annually in the projected span. Instead of 24,000 women added to the labor force per year, there will be only 11,000 added per year between 1990 and 2005.

In the next decade and a half, there is a projected net increase of 290,000 in the labor force. The number of workers ages 35 to 54 is projected to increase by 292,000 and those of age 55 and over will increase by 55,000. The younger labor force, ages 16 to 34 will decrease by 56,000 workers.

The rapid decline in birth rates following the baby boom reduced the population that is now entering the labor marker. Shortages of entry level workers will not slow until about 1995 when the echo of the baby boom begins to enter the labor force.

Many entry level and part time jobs, typified by those in the fast food industry, exist partly because of the teen age labor supply. Most teenagers can work for lower wages because they are supported primarily by their parents. But as the 16 to 24 year old labor supply declines, the wages paid to starting workers in the fast food industry is rising above the minimum wage, and most fast food restaurants are advertising for help. The limited supply of teenage workers and corresponding higher wages required will show growth in industries that rely upon this labor.

Competencies of new entrants to the labor force are probably distributed according to a normal curve. Employers became accustomed to a large labor supply and the ability to hire new entrants who were higher on the competency curve. Fewer new entrants and less competition for jobs means that employers have to hire less competent workers. To employers, this is perceived as a lowering of the quality of the labor supply. At the same time, employers are involving workers in new efforts to improve quality and productivity, causing many employers to seek more highly educated and trained, or trainable, workers.

The impression of a lowering of the quality of the labor supply and the search by employers for highly educated and trained workers puts increased pressure on schools to raise education standards.

Improving elementary and high school education will not, however, change the labor force quality by 2005. Most of those who will be in the labor force in the year 2005 are in the labor force today. Improving the quality of the labor force by the year 2005 will require improving the education and skills of people now 25 to 44 years old.

Conversely, because the large number of people in the 25 to 44 year old population were competing for the available opportunities, many have never attained a job commensurate with their inherent abilities. One outlet for people stymied by lack of advancement is self-employment. Many in the baby boom generation will add self-employment as a source of fulfillment and income while keeping their wage and salary job. Others will try self-employment after leaving or being laid off from their salary job. Many self-employed people who become successful hire more workers.

Baby boomers will be further frustrated by layoffs and plant closings. Building new plants will create too much productive capacity in some industries, causing plant closings. New products will displace old ones, causing both growth in employment and loss of jobs. Most of the mature workers have investments in homes, and will not want to move to new locations in search of work. Many may not have the education and training that available jobs will require. Training programs for these dislocated workers will play a part in improving the quality of the workforce by the year 2005."

Wisconsin Population Projections
1990-2020 By Age and Year

	1990	1995	2000	2005	2010	2015	2020
0-4	365,625	364,222	342,772	334,161	339,479	347,306	346,881
5-9	375,263	381,489	377,253	353,943	344,596	349,846	357,824
10-14	353,006	388,127	391,910	386,630	362,379	352,713	358,116
15-19	348,758	248,758	396,611	399,350	393,555	368,699	358,811
20-24	363,969	338,237	349,708	380,691	382,935	377,318	353,467
25-29	401,028	354,111	326,869	336,986	366,479	368,607	363,378
30-34	420,772	400,909	351,536	323,599	333,232	362,224	364,276
35-39	387,517	423,436	400,648	350,307	322,020	331,407	360,125
40-44	335,580	389,486	422,697	398,867	348,326	319,873	329,080
45-49	258,866	335,549	386,954	418,963	394,957	344,677	316,321
50-54	218,071	257,891	332,280	382,429	413,742	389,781	340,016
55-59	204,175	214,052	251,800	323,956	372,661	402,941	379,475
60-64	208,986	197,016	205,559	241,669	310,832	357,330	386,259
65-69	195,021	190,621	180,271	188,646	222,120	285,586	328,286
70-74	163,545	170,860	167,654	159,268	166,995	196,595	252,655
75-79	130,848	134,573	141,368	139,467	132,900	139,265	163,912
80-84	87,252	97,253	101,070	107,110	106,049	101,039	105,805
85-89	48,172	54,669	61,860	65,297	69,598	68,770	65,496
90+	25,315	30,262	35,724	41,845	46,415	50,224	51,464
TOTAL	4,891,769	5,086,045	5,224,542	5,333,184	5,429,269	5,514,217	5,581,645

Births	351,756	333,435	325,981	331,571	339,446	339,152
Deaths	219,144	227,384	234,781	245,441	261,101	277,809
Nat Incr	132,612	106,051	91,200	86,130	78,345	61,343
Net Migr	61,664	32,447	17,442	9,955	6,603	6,086
Change	194,276	138,498	108,642	96,085	84,948	67,429

Source: Wisconsin Department of Administration, Wisconsin Population Projections 1990-2020, April 1992.

Labor Force Projections

Age Groups	Labor Force 1980	Percent of 1980 Group	Labor Force 1990	Percent of 1990 Group	Annual % Growth 1980-1990	Labor Force 2005	Percent of 2005	Annual % Growth 1990-2005
Total	2,261,000	100.0%	2,587,000	100.0%	1.3%	2,877,000	100.0%	0.7%
16-19	210,000	9.3%	182,000	7.0%	-1.5%	213,000	7.4%	1.1%
20-24	352,000	15.6%	293,000	11.3%	-2.0%	314,000	10.9%	0.5%
25-34	606,000	26.8%	690,000	26.7%	1.2%	582,000	20.2%	-1.0%
35-44	412,000	18.2%	659,000	25.5%	3.7%	674,000	23.4%	0.2%
45-54	354,000	15.6%	432,000	16.7%	1.8%	709,000	24.7%	4.3%
55-59	259,000	11.5%	260,000	10.1%	-0.0%	325,000	11.3%	1.7%
65+	67,000	3.0%	70,000	2.7%	0.4%	60,000	2.1%	-1.0%
Men	1,299,000	100.0%	1,388,000	100.0%	0.6%	1,517,000	100.0%	0.6%
16-19	109,000	8.4%	91,000	6.6%	-2.0%	111,000	7.3%	1.5%
20-24	189,000	14.5%	141,000	10.2%	-3.4%	163,000	10.8%	1.0%
25-34	356,000	27.4%	381,000	27.4%	0.7%	313,000	20.6%	-1.2%
35-44	239,000	18.4%	355,000	25.6%	3.3%	350,000	23.1%	-0.1%
45-54	208,000	16.0%	232,000	16.7%	1.0%	368,000	24.2%	3.9%
55-64	156,000	12.0%	144,000	10.4%	-0.8%	181,000	11.9%	1.7%
65+	42,000	3.2%	43,000	3.1%	0.2%	31,000	2.1%	
Women	962,000	100.0%	1,199,000	100.0%	2.0%	1,360,000	100.0%	0.9%
16-19	101,000	10.5%	91,000	7.6%	-1.1%	102,000	7.5%	0.8%
20-24	163,000	17.0%	152,000	12.7%	-0.7%	151,000	11.1%	-0.0%
25-34	250,000	26.0%	308,000	25.7%	1.9%	269,000	19.8%	-0.8%
35-44	173,000	18.0%	304,000	25.3%	4.3%	324,000	23.8%	0.4%
45-54	145,000	15.1%	201,000	16.8%	2.8%	341,000	25.1%	4.6%
55-64	103,000	10.7%	116,000	9.7%	1.1%	144,000	10.6%	1.6%
65+	26,000	2.7%	27,000	2.2%	0.4%	29,000	2.1%	0.5%
Total	2,261,000	100.0%	2,587,000	100.0%	1.3%	2,877,000	100.0%	0.7%
Men	1,299,000	57.5%	1,388,000	53.7%	0.6%	1,517,000	52.8%	0.6%
Women	962,000	42.5%	1,199,000	46.3%	2.0%	1,360,000	47.2%	0.9%

Source: Labor Force 1980 from 1980 U.S. Census; Labor Force 1990 from Current Population Survey; Labor Force 2005 from DILHR, Workforce Policy and Information Bureau Projections.

Industry Trends

- ✓ Industry employment in Wisconsin will grow by 16.2 percent between 1990 and the year 2005.
- ✓ At mid-century, one of two workers was employed in a goods-producing industry. By 2005, three of four workers will be employed in a service-producing industry.
- ✓ By the year 2005, both the trade and the service industry groups will have surpassed manufacturing in employment.

An economy, whether of a country, a state or a local area, is identified with the products and services produced and marketed by the area. Wisconsin, for example, has been associated, for years, with the production of nonelectrical machinery, with paper products, and with food processing. The portion of state workers in these industries exceeds the national average. And a high level of employment in an industry implies dominance of the industry within a state or area.

Industries are broadly divided into two areas: goods producing and service producing. The goods-producing industries include mining, construction and manufacturing. The service-producing industries include transportation, communication and public utilities; finance, insurance and real estate; services; and government.

Goods-producing industries historically have been a mainstay in the Wisconsin economy. Thirty years ago, workers in the state's goods-producing industries comprised nearly half of all industry employment. In 1990, goods producers accounted for about 28.0 percent of industry employment, still a healthy share. By the year 2005, workers in goods-producing industries will make up about 25.1 percent of industry employment...more than one in four workers. In the manufacturing industries, which include most of the goods-producing industries' employment, technological innovation will increase the production of goods while limiting labor input to a minimum.

During the 1980's, the economic shock of two oil embargoes and of foreign competition severely reduced employment in Wisconsin manufacturing. State manufacturers are recovering by increasing technological innovation. Increased efficiency results in slow, long-term employment growth.

Service-producing industry employment has far outpaced the goods-producing sector. Employment in the service-producing industries has multiplied two and a half fold since 1955, and is expected to grow by 21.3 percent from now to the year 2005.

An extensive amount of industry employment data has been derived from employers' payroll records. Industry employment data, however, excludes self-employed workers, agricultural workers, and those working without pay in family businesses. Industry employment figures include both full- and part-time employees. A person working at two jobs will be counted twice. Consequently, industry employment is actually a count of the number of jobs being worked by people, not the number of people working.

- ✓ 32 percent of total employment in Wisconsin will come from 20 occupations.
- ✓ 39 percent of the total annual job openings will come from occupations common in the economy.
- ✓ 728 occupations will provide 2,856,290 jobs.

The Wisconsin economy will benefit from the 76,867 projected annual job openings to the year 2005. Replacement of workers who leave the labor force will provide 50,694 of the total projected annual job openings, while job growth will contribute 26,173 jobs.

Technology, education, and labor force trends are but three factors that affect changes in jbo skills required. Changes within an occupation cannot be reveled by the projection numbers. The numbers can tell the reader that total employment for an occupation is going up or down, and by what amount or percent. When an occupation is common to several industries, stable employment in an occupation depends on knowing which industries are growing, and which declining.

Each special table in this chapter provides a different insight into the employment projections. Annual openings and separations are two ways of looking at employment projections. Along with these projections, other factors, such as personal interests and educational requirements, can be used to find possible career choices.

While the special tables display occupational titles, an analysis of the relationship of the occupations in the special tables to the appropriate major category reveals some interesting trends or patterns. Below is a summary of major occupational categories and some of the related occupations taken from the special tables.

Professional, Paraprofessional and Technical

The occupations that are both at the professional, paraprofessional and technical level and also on the high growth lists include a wide variety of occupations. One group that stands out is that associated with the medical field. Technicians and technologists, registered nurses, LPN's, occupational and physical therapists, and home services aides are from the tables that are either the fastest growing occupations or the occupations adding the most jobs.

Technological advances in the medical field are giving rise to occupational titles ending in technologist and technician. Although there is a fine line between the two, occupational titles ending in technologist can require two to four years of postsecondary education, while the requirements for technicians may be on-the-job training or up to two years of academic training.

Another up-and-coming group of occupations is composed of computer programmers, computer systems analysts, and computer engineers. High employment growth reflects continued integration of computers into business operations.

Business operations will provide a large amount of growth in those occupations concerned with providing services to business. These include accountants and auditors, and management analysts.

In the education field, teachers, including pre-school, elementary, secondary, special education, and vocational education, will increase to over 104,000 by 2005, a growth of over 17,000 for that profession.

Service Occupations

About 60.0 percent of the 17,415 annual job openings will occur because workers leave the labor force. However, changing lifestyles and demographic trends, rather than technological trends, will produce growth in these occupations.

Growth is projected for hairdressers and cosmetologists, bartenders, medical assistants, home health aides, social welfare service aides, corrections officers, food preparation workers, janitors and cleaners, waiters and waitresses, maids and housekeepers, and protective guards. These jobs require either on-the-job or academic training, and are found in communities throughout Wisconsin.

Executive, Administrative, and Managerial

General managers and top executives will be needed throughout most industries, and generally acquire their positions with a combination of educational degrees and experience. General managers and executives; financial managers; and marketing, advertising and public relation managers will total nearly 98,000 by the year 2005, up from 82,000 in 1990

Administrative Support

Growth and separations will provide nearly 9,900 jobs annually. Employment in the projection period will climb to over 445,000. Over a third of that employment will be in four occupations: secretaries, excluding legal and medical; general office clerks; receptionists, and information clerks; and bank tellers.

Agricultural Services
A 34.3 percent growth in employment is expected in these occupations. They include the well-known farm and logging occupations, plus the little-known occupation of gardening and groundskeeping. This latter is projected to grow by over 6,000 by the year 2005, and is on the list of fastest growing occupations.

Precision Production, Craft and Repair; and Operators, Fabricators and Laborers
Workers in these two major groups are found primarily in manufacturing industries, though craft and repair workers and laborers are found in several other industries. Several of these occupations may be affected by automation, and by computerized and integrated manufacturing. To a lesser degree, a decline in hand assembly jobs may reflect the trend toward lowering product costs by shifting hand operations to other counties.

Occupational employment levels are derived from the industry employment figures and like industry employment, are a count of the number of jobs being worked by people, not the number of people working. Detailed occupational employment number are obtained from sample surveys of businesses within industries. The industry surveys include occupationaL employment information. Although there are many more occupational titles evident in the labor market, only those titles included on the returned surveys are included here."

Occupational Titles	Estimated Employment				Annual Openings		
	1990	2005	Growth	%	Growth	Sep	Total
Total, All Occupations	2,463,730	2,856,290	392,556	15.9	26,173	50,694	76,867
Exec. Admin. & Managerial Occ.	170,230	203,610	33,383	19.6	2,227	2,884	5,111
Prof. Paraprofessional, Tech. Occ.	465,990	583,860	117,865	25.3	7,859	8,191	16,050
Marketing & Sales Occupations	267,270	307,650	40,381	15.1	2,693	6,812	9,505
Admin. Support Occ., Clerical	394,620	445,710	51,084	13.0	3,407	6,492	9,899
Service Occupations	412,570	516,210	103,640	25.1	6,908	10,507	17,415
Agriculture Services	23,330	31,360	8,031	34.4	534	403	937
Precision Prod., Craft and Repair	267,277	292,039	24,762	9.2	1,650	6,066	7,716
Operators, Fabricators & Laborers	462,448	475,859	13,410	2.9	895	9,339	10,940

Note: Totals may not add due to rounding."

VII. DPI ASSESSMENT OF NEEDS

Section 113 and 116 Assessment Criteria Factors

Introduction

In meeting with the Committee of Practitioners on September 21, 1993, the Department of Public Instruction reviewed the various measures to be assessed for each of the Assessment Factors. At that time, a sample Needs Assessment Survey from another state was shared with the understanding the Department would be looking at developing its own version to augment and/or replace the proposed measures. A formal needs assessment instrument, based on the Section 116 and Section 113 criteria, was developed in the summer of 1993. Critical to obtaining the best possible program improvement needs information was the decision to organize the survey so that individual high schools would respond as opposed to having local districts respond. While the vast majority of Wisconsin public elementary and secondary school districts have only one high school, aggregated needs per multiple-high school district was not perceived as providing meaningful information nor would it provide a fuller urban "snapshot" of local program instruction and curriculum practices.

This survey was mailed to Wisconsin's 448 high schools in September, 1993, with a due date of October 1st, 1993. As of October 15, 1993, 351 school districts with high schools had returned completed surveys for a return rate of 78 percent. The results of this survey were tabulated and statewide data was generated. In addition, statewide aggregate data from the 1993 Annual Tech Prep Report and summary data from the Vocational Education Enrollment Reporting System (VEERS) were both used as additional resources for assessment criteria data. While the VEERS system has been in existence for at least the last ten years, both the Annual Tech Prep Report and the Needs Assessment Survey were both completed by Wisconsin high school staff for the first time.

The following discussion lists each assessment factor, describes the measure(s) used to assess it, reports the statewide findings, and ends with a brief discussion of goals related to each.

1. Integration of academic and vocational education.

Measure: Review of eight curriculum and instruction practices appropriate to achievement of integration of academic and vocational education and an assessment of types of resources used to support integration.

Results: Incorporating academic skills or topics into existing vocational courses and curricula and utilizing occupation-related applications and illustrations in academic instruction were reported as "In Place" by 76 percent and 71 percent of respondents respectively. Team teaching and establishment of systematic collaboration between vocational and academic instructors to develop or implement integrated course offerings were reported the least "In Place" (29 percent and 31 percent respectively). In-service training for both academic and vocational instructors was reported as "In Place" by 44 percent of respondents and the remaining practices were "In Place" for approximately one-third of respondents.

In terms of "Planned" activities, 50 percent of respondents indicated working toward establishing procedures of systematic collaboration and 45 percent indicated providing interdisciplinary courses combining vocational and academic methods and course content as the strategies of choice. The two strategies with the lowest "Planned" ratings were the same two rated highest for "In Place." The remaining items ranged from 33 percent-39 percent.

The top three "Not Planned" strategies included Team Teaching (35%), Using Commercial Curriculum Resources (32%) and Developing Business/Industry Partnerships with academic and vocational instruactors to design specific units/topics (28%).

When combining the "In Place" rating with the "Planned" rating, the results are as follows:

Strategy	Combined %
Incorporate academic skills or topics into existing vocational courses and curricula	96%
Utilize occupation-related applications and illustrations in academic instruction	95%
Provide in-service training for academic and vocational staff on integration	83%
Provide interdisciplinary courses combining vocational and academic methods and course content	82%
Establish procedures for systematic collaboration between academic and vocational instructors to develop or implement integrated course offerings	81%
Use commercial curriculum resources specifically designed to integrate vocational and academic content	77%
Develop partnerships between business/industry personnel and academic and vocational instructors to design specific units/topics	72%
Provide opportunities for vocational and academic instructors to team teach	65%

Local high schools indicated they used the following resources to support integration. The following list is in order of highest use.

Type of Resource	In Use %
Applied Math (CORD)	23%
Locally developed materials	18%
Principles of Technology (CORD/AIT)	16%
Applied Communications (AIT)	15%
Applied Biology and Chemistry (CORD)	9%
WDPI Resources	6%
Curricula from other states	6%

The goal in terms of student outcomes is the selection of a career/occupational cluster that provides for strong academics and vocational education with a broad occupational view. This goal is achieved through the supportive, collaborative efforts of academic and vocational instructors at both the secondary and postsecondary levels.

Criteria

- Related DPI Curriculum Planning Guides will be utilized to the fullest extent possible in the development of programming efforts.
- Develop and implement applied academic courses that incorporate vocationally-related examples in academic instruction.
- A coordinator for vocational programming efforts should be provided.
- Develop Curriculum Teams consisting of academic and vocational instructors from the secondary and postsecondary levels to facilitate the development, implementation and evaluation of curriculum integration efforts. Teams are encouraged to move proactively rather than reactively, focusing on desired long-term outcomes rather than temporary short-term problems.
- Multiple learning options are to be provided to all students thus facilitating various learning styles and allowing students to achieve excellence in their expected educational outcomes and enhance their motivation to prepare for productive adult life.
- Discipline-specific vocational advisory committees, which include representation of related businesses and industries and WTCS instructors, are to be utilized in the development, implementation and evaluation of integration efforts.
- Vocational Student Organizations' Programs of Work should provide students the opportunities to demonstrate both academic and vocational competence attainment.
- Guidance and Counseling programs should be revised and revitalized to provide increased assistance to students in career/occupational decisions.

- A model is developed by the school that provides for the successful transition of the student from school to the community.
- Academic and vocational instructors actively participate in professional development programs, tours, and other related activities that enhance the integration process.
- Every effort to provide equal opportunities for all students in both academic and vocational areas must be provided.

Source Document Numbers

1, 5, 13, 14, 16, 17, 23, 29, 30, 35, 47 (Reference list below)

2. Sequential courses of study leading to both academic and occupational competence.

Measure: Number of 11-14 Tech Prep curriculum maps between secondary and postsecondary institutions and statewide approved curriculum for Youth Apprenticeship.

Results: Based on a review of the 1991-92 Tech Prep Project Final Reports and the 1992-93 Tech Prep Project Mid-Year Reports, 134 different curriculum maps had been developed. At that time, Wisconsin Technical Colleges offered 151 different associate degree (e.g. 2-year) programs. These maps included state high school graduation requirements and completion of the Associate Degree.

Wisconsin's Youth Apprenticeship program requires standardized industry approved curricula for the related instruction in the specific occupational area. In addition, student schedules ensure that students will meet high school graduation requirements. Students must be awarded credit for both the academic and work-based learning components. Advanced standing or dual credit awards from the technical college providing the related instruction are determined under conditions approved by the Wisconsin Technical College System. As of October, 1993, two approved programs exist: Printing/Graphic Arts and Financial Services (Banking). Six additional programs are planned to be in operation by fall, 1994, and include Health, Auto Technology, Biotechnology, Metalworking, Insurance, and Engineering Technician.

Coherent sequence of courses that provide multiple learning options for students to enter one of three phases of continued educational development: Work Prep (especially youth apprenticeship), Tech Prep, or College Prep. The integration of academic and vocational education is an activity that should consider entire programs rather than individual courses.

Criteria

- Related DPI Curriculum Planning Guides will be utilized to the fullest extent possible in the development of programming efforts.
- K-14 Vertical Sequencing, where successive courses reinforce previously completed courses, along with Horizontal Alignment, where teachers from both academic and vocational education areas coordinate the content of what they are to teach, must occur simultaneously.
- A coordinator for vocational programming efforts should be provided.
- Discipline-specific vocational advisory committees, which include representation of related businesses and industries as well as WTCS instructors, are to be utilized in the development, implementation and evaluation of programming efforts. Committees are encouraged to move proactively rather than reactively, focusing on desired long-term outcomes rather than temporary short-term problems.
- Competency-based student learning outcomes should be developed and implemented with the cooperation of discipline-specific vocational advisory committees.
- Multiple learning options are to be provided to all students thus facilitating various learning styles and allowing students to achieve excellence in their expected educational outcomes and enhance their motivation to prepare for productive adult life.
- Formal Tech Prep models should be developed and implemented with the cooperation of discipline-specific vocational advisory committees.
- Sequencing efforts must receive consistent support from state and local administrators.
- A model is developed by the school that provides for the successful transition of the student from school to the community.
- Guidance and Counseling programs should be revised and revitalized to provide increased assistance to students in career/occupational decisions and sequencing efforts.
- Every effort to provide equal opportunities for all students in both academic and vocational areas must be provided.
- Special population students enrolled in sequenced vocational courses of study should demonstrate their knowledge and skills obtained as part of their IEEP (Individual Education for Employment Plan), IVP (Individual Vocational Plan), and/or ITP (Individual Transitional Plan).
- Vocational Student Organizations' Programs of Work should provide students the opportunities to demonstrate their progress in both academic and vocational competence attainment.
- Incarcerated students enrolled in sequenced vocational courses of study should demonstrate their knowledge and skills obtained as part of their IEEP, IVP, or ITP.

Source Document Numbers

4, 5, 13, 16, 17, 23, 60 (Reference list below)

3. Increased student work skill attainment and job placement.

Measure: Student enrollment/completion data from the Vocational Education Enrollment Reporting System (VEERS), numbers of students successfully completing advanced standing or dual credit Tech Prep courses, high school implementation of career development strategies and incidence of eligible-recipient based placement services.

Results: The FY 92 VEERS Summary indicates the following enrollment and program completion statistics from districts participating in the Carl Perkins funding.

Grade Level	Total HS Enrolled	Enrolled in Voc Ed	Total # Completing	Completion Rate
11-13	95,861	51,160	16,645	32.5%

This statewide aggregate can be further broken out to provide more meaningful data. The following chart provides grade level detail.

Grade Level	Total HS Enrolled	Enrolled in Voc Ed	Total # Completing	Completion Rate
11	49,029	28,114	Not applicable	Not applicable
12th	44,873	32,589	13,505	41.1%
13th (Ungraded)	1,959	61	19	31.1%

It is appropriate to provide more detail regarding what the respective columns in the above charts represent. Grade Level relates to the last two years of high school (e.g. 11 and 12) while grade 13 refers to Ungraded students, usually members of special populations, who for whatever reason do not most accurately fit into either 11 or 12 and have not yet completed their high school experience. Total High School Enrolled represents the total 11-13 enrollment capacity for all high schools participating in Carl Perkins. The Enrolled in Vocational Education column represents only those students who have taken a series of vocational courses leading to a specific postsecondary pathway. Numbers Completing are generally only graduating seniors who have also completed a vocational education sequence are counted in this column. (Since 11th graders still have one more year to graduate, they are classified as Continuing students within the VEERS system.) Completion Rate, then, merely becomes a percentage comparison of the numbers completing divided by the total number enrolled in vocational education.

The 1993 Annual Tech Prep Report asked school districts to quantify numbers of advanced standing or dual credits as well as to report the respective number of students enrolled in them. Staff from 382 high schools completed this survey covering the 1992-93 school year with the following results.

# Advanced Standing Courses	# Students Enrolled
1,296	32,721

# Dual Credit Courses	# Students Enrolled
578	15,989

The incidence of work-based learning methodologies and placement services was assessed with the following results.

Work-based Method	% High Schools Utilizing
Supervised Occupational Experience	12.5%
Cooperative Occupational Education	8.3%
Other Methods	3.3%
Youth Apprenticeship	1.0%
Registered (Adult) Apprenticeship	1.0%

These results were affirmed by the 1993 Tech Prep Annual Report which indicated 8 percent of responding high schools offered work-based learning as a part of their total high shcool program. in terms of placement services, 30 percent of respondents indicated they were not provided at all, 23 percent indicated they provided school-wide services, 23 percent indicated services were provided through each vocational education program area separately and/or individually and 3 percent indicated they were provided centrally and only for vocational education students.

Finally, the Needs Assessment Survey asked for the extent to which specific career development strategies had been implemented in Wisconsin high schools. These strategies are based on the Wisconsin Developmental Guidance Model.

In terms of high schools indicating various strategies were "In Place," the following strategies were ranked righest:

Rank	Strategy	% In Place
1	Career counseling	95%
2	Educational advisement	94%
3	Career interest assessment	93%
4	Field trips to business/industry/technical colleges	92%
5	Community resource speakers	91%

In terms of the "Planned" category, the following top five responses were indicated.

Rank	Strategy	% Planned
1	Individualized career plans/portfolios	53%
2	Mentoring of students by business/industry personnel	27%
3	Career exploration integrated in curriculum	19%
3	Support groups for non-traditional career students	19%
5	Career resource center	17%

It is also appropriate to note those strategies high schools indicated were "Not Planned" for implementation. The following top five responses were provided.

Rank	Strategy	% Not Planned
1	Support groups for non-traditional career students	66%
2	Mentoring of students by business/industry personnel	42%
3	Career exploration courses	22%
4	Job shadowing	17%
5	Career aptitude assessment	12%

Overall, however, the vast majority of Wisconsin high schools indicate they have either implemented or plan to implement all but two career development strategies.

Strategy	% In Place/Planned
Career interest assessment	99%
Career counseling	99%
Educational advisement	98%
Field trips to business/industry/technical colleges	97%
Career exploration integrated in curriculum	96%
Computerized career information system	94%
Career resource center	93%
Career days/fairs	92%
Individualized career plans/portfolios	91%
Career aptitude assessment	89%
Job shadowing	83%
Career exploration courses	78%
Mentoring of students by business/industry personnel	58%
Support groups for non-traditional career students	34%

Provide access to an education for employment program that offers alternative pathways to occupational success including specific job preparation, technical preparation and college preparation. This basis provides opportunities for continued educational development for all students in programs that reflect the nature of business and industry needs.

Criteria

- Related DPI Curriculum Planning Guides will be utilized to the fullest extent possible in the development of programming efforts.
- A coordinator for vocational programming efforts should be provided.
- Discipline-specific vocational advisory committees, which include representation of related businesses and industries as well as WTCS instructors, are to be utilized in the development, implementation and evaluation of programming efforts.
- Competency-based student learning outcomes should be developed with the cooperation of discipline-specific vocational advisory committees.
- Develop Curriculum Teams consisting of academic and vocational instructors from the secondary and postsecondary levels to facilitate the implementation and evaluation of competency-based student learning outcomes. Teams are encouraged to move proactively rather than reactively, focusing on desired long-term outcomes rather than temporary short-term problems.

- Develop and implement applied academic courses that incorporate vocationally-related examples in academic instruction.
- Develop and coordinate remediation efforts which will provide students competence in areas determined to be deficient.
- Multiple learning options are to be provided to all students thus facilitating various learning styles and allowing students to achieve excellence in their expected educational outcomes and enhance their motivation to prepare for productive adult life.
- Academic and vocational instructors actively participate in professional development programs, workplace-related skill development and other related activities that enhance their knowledge, attitudes, and skill needs of business and industry.
- Guidance and Counseling programs should be revised and revitalized to provide increased assistance to students in career/occupational decisions.
- A model is developed by the school that provides for the successful transition of the student from school to the community.
- Every effort to provide equal opportunities for all students in both academic and vocational areas must be provided.
- Formal Tech Prep models should be developed and implemented with thecooperation of discipline-specific vocational advisory committees.
- Continue, expand and develop new school supervised work experience programs (such as coop programs, internships, apprenticeships, etc.) that increase student awareness and competence of work-related attitudes and skills.
- Vocational Student Organizations' Programs of Work should provide students the opportunities to demonstrate their attainment of the skills and attitudes necessary for success in the workplace.

Source Document Numbers

2, 3, 7, 15, 61 (Reference list below)

4. Increased linkages between secondary and postsecondary educational institutions.

Measure: Number of districts with high schools with advanced standing or dual credit course agreements and number of students enrolled.

Results: The 1993 Annual Tech Prep Report asked school districts to quantify numbers of advanced standing or dual credits as well as to report the respective number of students enrolled in them. Staff from 382 high schools completed this survey covering the 1992-93 school year with the following results.

# Advanced Standing Courses	# Students Enrolled
1,296	32,721

# Dual Credit Courses	# Students Enrolled
578	15,989

Wisconsin also required Tech Prep Project Consortiums funded through Title III-E to spend a specific amount of project funds on joint technical college/high school staff development activities designed to facilitate development and implementation of Tech Prep Programs. The following chart highlights the types of staff development activities undertaken in FY 92.

Activity	% of Total
Awareness/Understanding	50%
Technical Curriculum Writing	11%
Planning/Logistics for Implementation	17%
Policy Review	9%
Developing Applied Academics	5%
Other	7%

Coordination of secondary and postsecondary programs will be part of formal agreements which result in students pursuing a course of study at the secondary level which feeds directly into a postsecondary program. All K-12 districts should formally articulate their occupational and Tech Prep curricula with all WTCS districts. Efforts should also be made to articulate college prep curricula with 4-year colleges and universities.

Criteria

- Related DPI Curriculum Planning Guides will be utilized to the fullest extent possible in the development of programming efforts.
- A coordinator for vocational programming efforts should be provided.
- Develop Curriculum Teams consisting of academic and vocational instructors from the secondary and postsecondary levels to facilitate the development, implementation and evaluation of curriculum articulation efforts. Teams are encouraged to move proactively rather than reactively, focusing on desired long-term outcomes rather than temporary short-term problems.

- Discipline-specific vocational advisory committees, which include representation of related businesses and industries as well as WTCS instructors, are to be utilized in the development, implementation and evaluation of programming efforts.
- Competency-based student learning outcomes should be developed and implemented with the cooperation of discipline-specific vocational advisory committees.
- Formal Tech Prep models should be developed and implemented with the cooperation of discipline-specific vocational advisory committees.
- Formal articulation agreements should be formed between appropriate secondary and postsecondary institutes.
- Follow-up studies should be conducted on students to determine the success of the preparation program that was followed.
- Cooperative efforts must receive consistent support from state and local administrators.
- Professional development conferences should include instructors and administrators from both secondary and postsecondary schools.
- Guidance and Counseling programs should be revised and revitalized to provide increased assistance to students in career/occupational decisions.
- Every effort to provide equal opportunities for all students in both academic and vocational areas must be provided.

Source Document Numbers

2, 7, 10, 14, 15, 16, 17 (Reference list below)

5. Instruction and experience, to the extent practicable, in all aspects of the industry the students are preparing to enter.

Measure: Comparison of percentage of instructional time spent on the various components of "all aspects of the industry," greatest staff development need rankings for the same components and incidence of work-based learning methodologies and placement services.

Results: The Needs Assessment Survey requested average percentages of instructional time devoted to topical areas involved in the federal definition of "all aspects of the industry" by vocational education program area. Given that secondary programs are less skill-based than postsecondary programs, it was appropriate to align the components into broader skills and knowledges areas for the Survey. The following chart describes the results.

Topical Area	AG	BE	FCE	HO	ME	TE
Technical and/or Production skill training.	30%	50%	30%	25%	29%	45%
Related academic competencies, problem solving and critical thinking skills.	25%	20%	30%	25%	30%	20%
Principles underlying technology and principles of planning, management and finance.	20%	15%	20%	10%	20%	15%
Labor, community health, safety and enrivonmental issues.	15%	5%	10%	20%	10%	10%
Unrelated course content.	10%	5%	10%	10%	5%	5%

Since these averages of the above percentages were reported by individual vocational education program area, it would be inappropriate to average the reported percentages across disciplines because it would not constitute a description of statewide curriculum and instruction practices. However, it is important to note the high levels of similarity of percentages between the disciplines. This similarity was reinforced by the rankings for greatest staff development needs. Based on the Needs Assessment Survey, the following list represents a consistent picture for all vocational education program areas.

Topical Area	Ranking
Related academic competencies, problem solving and critical thinking skills.	1st
Technical and/or production skill training.	2nd
Principles which underlie technology, and principles of planning, management and finance.	3rd
Labor, community health, safety and environmental issues	4th

The first choice was unanimous while the second had only one vocational education program area ranking it less than first. The third and fourth ranked areas were also very similarly assessed.

Finally, the incidence of work-based learning methodologies and placement services was assessed with the following results.

Work-based Method	% High Schools Utilizing
Supervised Occupational Experience	12.5%
Cooperative Occupational Education	8.3%
Other Methods	3.3%
Youth Apprenticeship	1.0%
Registered (Adult) Apprenticeship	1.0%

These results were affirmed by the 1993 Tech Prep Annual Report which indicated 8 percent of responding high schools offered work-based learning as a part of their total high school program. In terms of placement services, 30 percent of respondents indicated they were not provided at all, 23 percent indicated they provided school-wide services, 23 percent indicated services were provided through each vocational education program area separately and/or individually and 3 percent indicated they were provided centrally and only for vocational education students.

Once student career interests are identified, every effort must be made to provide students with a wide variety of training and experience in their career interest area by providing access to a program that offers alternative paths to occupational success including specific job preparation, technical preparation and/or college preparation. This basis provides opportunities for continuing educational development for all students in programs that reflect the nature of business and industry needs.

Criteria

- Related DPI Curriculum Planning Guides will be utilized to the fullest extent possible in the development of programming efforts.
- A coordinator for vocational programming efforts should be provided.
- Develop Curriculum Teams consisting of academic and vocational instructors from the secondary and postsecondary levels to facilitate the development, implementation and evaluation of curriculum programming efforts which incorporate actual business/industry experiences through in-school experiences (guest speakers, problem solving case studies involving local businesses, etc.) and out-of-school experiences (school supervised experiences such as coop programs, internships, apprenticeships, field trips, etc.). Teams are encouraged to move proactively rather than reactively, focusing on desired long-term outcomes rather than temporary short-term problems.

- Discipline-specific vocational advisory committees, which include representation of related businesses and industries as well as WTCS instructors, are to be utilized in the development, implementation and evaluation of programming efforts.
- Competency-based student learning outcomes should be developed and implemented with the cooperation of discipline-specific vocational advisory committees.
- Develop and implement applied academic courses that incorporate vocationally-related examples in academic instruction.
- Multiple learning options are to be provided to all students thus facilitating various learning styles and allowing students to achieve excellence in their expected educational outcomes and enhance their motivation to prepare for productive adult life.
- Formal Tech Prep models should be developed and implemented with the cooperation of discipline-specific vocational advisory committees.
- Follow-up studies should be conducted on students to determine the success of the preparation program that was followed.
- Continue, expand and develop new school supervised work experience programs (such as coop programs, internships, apprenticeships, etc.) that increase student awareness and competence of work-related attitudes and skills.
- Develop and coordinate remediation efforts which will provide students competence in areas determined to be deficient.
- Programming efforts must receive consistent support from state and local administrators.
- Guidance and Counseling programs should be revised and revitalized to provide increased assistance to students in career/occupational decisions.
- Vocational Student Organizations' Programs of Work should provide students the opportunities to demonstrate both academic and vocational competence attainment.
- Every effort to provide equal opportunities for all students in both academic and vocational areas must be provided.
- Special population students enrolled in sequenced vocational courses of study should demonstrate their knowledge and skills obtained as part of their IEEP (Individual Education for Employment Plan), IVP (Individual Vocational Plan), and/or ITP (Individual Transitional Plan).

Source Document Numbers

7, 14, 15, 17, 23, 29, 30, 35, 36, 37, 45, 61 (Reference list below)

6. The ability of recipients to meet the needs of special populations with respect to vocational education.

Measure: Comparison of incidence of special population and regular student enrollment and program completion with support services provided for special population students.

Results: FY 92 VEERS data indicates the following basic data regarding incidence of representatives of individuals who are members of special populations in Wisconsin high schools.

Total High School 11-13 Enrollment	Total EEN Enrollment	Total LEP Enrollment	Total Disad. Enrollment	Total Regular Enrollment
95,861	7,585	668	22,517	65,091
(100%)	(7.9%)	(0.7)	(23.5%)	(67.9%)

In terms of student enrollment in vocational education programs assisted by the Act, the following breakout occurred.

Total 11-13 Enrollment	Total Male Enrollment	Total Female Enrollment	Total EEN Enrollment	Total LEP Enrollment	Total Disad. Enrollment
51,160	23,463	27,697	4,124	315	13,663
(100%)	(45.9%)	(54.1%)	(8.1%)	(0.6%)	(26.7%)

Based on these two sets of figures, it is clear the individuals who are members of special populations are entering vocational education programs at a rate higher than their occurrence in the total high school population. In terms of their completion rates, the following chart provides the information.

Total # Completers	Total Male Completers	Total Female Completers	Total EEN Completers	Total LEP Completers	Total Disad. Completers
13,524	6,841	6,683	948	65	2,962
(100%)	(50.6%)	(50.4%)	(7.0%)	(0.5%)	(21.9%)

As is evident from the above, special population groups are both entering and completing Wisconsin's vocational education programs assisted by the Act at roughly the same rate as their incidence in the total high school population.

Nineteen specific support services designed to assist members of special populations in successfully completing their chosen education programs were also assessed as a part the Needs Assessment Survey. The following data highlights those findings. Given the divergent educational needs of the respective groups, each will be reported separately.

Students with Disabilities: The single highest reported service was Special Adaptive Equipment and/or Devices (67%). The following chart provides a list of others reported most often.

Support Service	% Providing
Special Adaptive Materials/Supplies	42%
Interpreter	42%
Special Placement/Transition Services	41%
Instructional Aides/Paraprofessionals	40%

The least provided support services for this group include English as a Second Language (13%), Lab Fees & Supplies (19%), Dependent Care (23%), Support Groups (24%), Mentoring (26%) and Tutoring (26%). The remaining eight services were provided by a range of high schools from 28 percent to 39 percent.

Academically Disadvantaged: Fifteen support services were provded from 22 percent to 29 percent of Wisconsin high schools. Interpreters and Dependent Care were reported least (9 percent and 7 percent respectively). Special Adaptive Equipment/Devices and Transportation were both reported by 17 percent of respondents.

Economically Disadvantaged: Lab Fees & Supplies were reported by 40 percent of respondents. English as a Second Language, Special Adaptive Equipment/Devices and Interpreters were reported at 9 percent, 6 percent and 5 percent respectively. The remaining fifteen services were reported by a range from 12 percent to 18 percent.

Limited English Proficient: Two services were reported at rates way above the rest: English as a Second Language (52%) and Interpreter (35%). All others were reported at 10 percent or less.

Provisions of the new law address services and activities that would accommodate learners who have special needs. These special needs students, which includes but is not limited to handicapped, disadvantaged, Limited English Proficient (LEP), and teenage single parents, should be provided opportunities in vocational education programs.

Criteria

- Every effort to provide equal opportunities for all students in both academic and vocational areas must be provided.
- Related DPI Curriculum Planning Guides will be utilized to the fullest extent possible in the development of programming efforts.
- A coordinator for vocational programming efforts should be provided.
- Develop and implement applied academic courses that incorporate vocationally-related examples in academic instruction.
- Develop Curriculum Teams consisting of academic and vocational instructors from the secondary and postsecondary levels to facilitate the development, implementation and evaluation of curriculum programming efforts. Teams are encouraged to move proactively rather than reactively, focusing on desired long-term outcomes rather than temporary short-term problems.
- Discipline-specific vocational advisory committees, which include representation of related businesses and industries as well as WTCS instructors, are to be utilized in the development, implementation and evaluation of programming efforts.
- Assessment criteria pertaining to special needs learners should include the following:
    - the portion of each special needs population that enrolls in and successfully completes a vocational education course;
    - the portion of each special needs population that enters and successfully completes a vocational education program;
    - the portion of each special needs population that obtains and retains a job related to the program they completed; and
    - the postschool services each special needs population needs in order to find and maintain employment upon exiting the educational system.
- Competency-based student learning outcomes should be developed and implemented with the cooperation of discipline-specific vocational advisory committees.
- Multiple learning options are to be provided to all students thus facilitating various learning styles and allowing students to achieve excellence in their expected educational outcomes and enhance their motivation to prepare for productive adult life.
- Special population students enrolled in vocational courses of study should demonstrate their knowledge and skills obtained as part of their IEEP (Individual Education for Employment Plan), IVP (Individual Vocational Plan), and/or ITP (Individual Transitional Plan).
- Formal Tech Prep models should be developed and implemented with the cooperation of discipline-specific vocational advisory committees.

- Continue, expand and develop new school supervised work experience programs (such as coop programs, internships, apprenticeships, etc.) that increase student awareness and competence of work-related attitudes and skills.
- Develop and coordinate remediation efforts which will provide students competence in areas determined to be deficient.
- All instructors, counselors, and administrators actively participate in in-services, professional development programs and other related activities that enhance their understanding and capabilities to meet the needs of special needs students.
- The utilization of teaching teams to enhance programming efforts to meet student needs should be encouraged.
- Programming efforts must receive consistent support from state and local administrators.
- Guidance and Counseling programs should be revised and revitalized to provide increased assistance to students in career/occupational decisions.
- Vocational Student Organizations' Programs of Work should provide students the opportunities to demonstrate attainment of the skills and attitudes necessary for success in the workplace.

Source Document Numbers

12, 15, 17, 19 (Reference list below)

7. Raising the quality of vocational education programs in schools with high concentrations of poor and low-achieving students.

Measure: Comparison of program enrollment, completion and placement rates for eligible recipients/consortiums designated as economically distressed with state averages.

Results: First of all, 160 eligible recipients are designated as economically distressed for Carl Perkins purposes. This represents 53 percent of all participating eligible recipients. In addition, their combined eligible 11-13 student enrollments represent 59 percent of the state totals for participating schools.

In terms of program completion and followup, their reported student data represents 60 percent and 40 percent respectively. In other words, economically distressed high schools accounted for 60 percent of participating district students who completed a vocational education prgram and graduated in 1991-92. In terms of the folloup related to that group, 40 percent of this group was reported with some of the following post-high school outcomes.

Activity	% Students/Statewide
Education - Related	24%
Education - Unrelated	20%
Employed - Related	9%
Employed - Unrelated	11%
Military - Related and Unrelated	3%
Not in Labor Force	1%
Unemployed	2%
Unknown	30%

Please refer to the discussion in response to Factor #6 previously regarding incidence of academically and economically disadvantaged students and their corresponding vocational education program enrollment and completion data.

Wisconsin Standards and Performance Measures include one related to special population students participation in vocational education. Based on the FY 92 VEERS data, while 34 percent of the general student body statewide are members of special population groups, 36 percent of vocational education enrollees participating in vocational education programs are members of special populations.

Sixty-two percent of participating districts were in compliance with this standard (149 districts) while 38 percent were not (92 districts). 62 districts did not report their data and were not included in this first report's data base.

State curriculum planning guides provide school districts greater flexibility in providing a broad-based curriculum directed toward a more diverse student population that allows various groups to succeed. A sound foundation of educational competence will lead to increased self esteem and the development of positive attitudes toward life, family, work, and the community.

Criteria

- Every effort to provide equal opportunities for all students in both academic and vocational areas must be provided.
- Related DPI Curriculum Planning Guides will be utilized to the fullest extent possible in the development of programming efforts.
- A coordinator for vocational programming efforts should be provided.
- Develop and implement applied academic courses that incorporate vocationally-related examples in academic instruction.

- Develop Curriculum Teams consisting of academic and vocational instructors from the secondary and postsecondary levels to facilitate the development, implementation and evaluation of curriculum programming efforts. Teams are encouraged to move proactively rather than reactively, focusing on desired long-term outcomes rather than temporary short-term problems.
- Discipline-specific vocational advisory committees, which include representation of related businesses and industries as well as WTCS instructors, are to be utilized in the development, implementation and evaluation of programming efforts.
- Assessment criteria pertaining to poor and low-achieving students should include the following:
    - the portion of each special needs population that enrolls in and successfully completes a vocational education course;
    - the portion of each special needs population that enters and successfully completes a vocational education program;
    - the portion of each special needs population that obtains and retains a job related to the program they completed; and
    - the postschool services each special needs population needs in order to find and maintain employment upon exiting the educational system.
- Competency-based student learning outcomes should be developed and implemented with the cooperation of discipline-specific vocational advisory committees.
- Multiple learning options are to be provided to all students thus facilitating various learning styles and allowing students to achieve excellence in their expected educational outcomes and enhance their motivation to prepare for productive adult life.
- Special population students enrolled in vocational courses of study should demonstrate their knowledge and skills obtained as part of their IEEP (Individual Education for Employment Plan), IVP (Individual Vocational Plan), and/or ITP (Individual Transitional Plan).
- Utilization of the mentor model to increase linkages with the business community to "sponsor" schools should be increased significantly.
- Formal Tech Prep models should be developed and implemented with the cooperation of discipline-specific vocational advisory committees.
- Continue, expand and develop new school supervised work experience programs (such as coop programs, internships, apprenticeships, etc.) that increase student awareness and competence of work-related attitudes and skills.
- Develop and coordinate remediation efforts which will provide for students competence in areas determined to be deficient.

- All instructors, counselors, and administrators should actively participate in in-services, professional development programs and other related activities that enhance their understanding and capabilities to fully meet the needs of poor and low-achieving students.
- The utilization of teaching teams to enhance the programming efforts to meet the needs of poor and low-achieving students should be encouraged.
- Programming efforts must receive consistent support from state and local administrators.
- Guidance and Counseling programs should be revised and revitalized to provide increased assistance to students in career/occupational decisions.
- Vocational Student Organizations' Programs of Work should provide students the opportunities to demonstrate attainment of the skills and attitudes necessary for success in the workplace.

Source Document Numbers

6, 9, 11, 12, 14, 16, 19, 39, 42, 56 (Reference list below)

8. The relevance of programs to the workplace and to the occupation for which students are to be trained, and the extent to which such programs reflect a realistic assessment of current and future labor market needs, including needs in areas of emerging technologies.

Measure: Comparison of eligible recipient course content review timelines and practices with strategies used to obtain input from employers in determining course content.

Results: The Needs Assessment Survey asked how often course content was formally reviewed to determine if changes were needed. Thirty-five percent of respondents indicated this occurred every year. Twenty-four percent indicated this review took place at least every three years and an additional 31 percent indicated this was completed at least every five years. Given that Wisconsin's voluntary, formal curriculum review process has historically used a five-year cycle, it is important to note some 59 percent of respondents indicated this occured more frequently in vocational education. The Survey also asked for ratings of strategies which are used to determine course content. While originally gathered by vocational education discipline, the similarity of response allows for summation for all.

Strategy	Incidence of Use
Instructor occupational experience	Always
Student interest	Always
Business/industry contacts	Always
Contact with other instructors/staff teams	Always
Labor market report analysis	Sometimes/Usually
Local employer surveys	Sometimes/Usually
Advisory committee input	Sometimes/Usually
Review of professional journals	Sometimes/Usually
Special populations needs	Sometimes/Usually
Contact with DPI/WTCS/UW staff	Sometimes/Usually
Competencies identified by business, industry and/or labor	Sometimes/Usually

In addition, the 1993 Tech Prep Annual Report asked for numbers related to Business and Industry Internships designed for systematic observation and/or application of the knowledge and skills currently being used in a business/industry setting. Such internships were to be specifically designed to determine if and/or how curriculum, instruction and/or counseling needed to be improved and must have been at least two full working days in duration. Recognizing that method is simply one more strategy, it is of some note that only 519 teachers, counselors and administrators out of over 66,000 professional staff in Wisconsin school districts have engaged in that activity.

Relevant and up-to-date educational programs for students that reflect current and future market needs is a must. Students should enter the workplace in the area for which they are prepared. Teachers must remain technologically current as well as prepared for new and emerging trends, needs, and attitudes desired in the workplace.

CRITERIA

- Related DPI Curriculum Planning Guides will be utilized to the fullest extent possible in the development of programming efforts.
- A coordinator for vocational programming efforts should be provided.
- Discipline-specific vocational advisory committees, which include representation of related businesses and industries as well as WTCS instructors, are to be utilized in the development, implementation and evaluation of programming efforts.
- Competency-based student learning outcomes should be developed with the cooperation of discipline-specific vocational advisory committees. These competencies should include higher-order cognitive, affective, and psychomotor skills.

- Develop Curriculum Teams consisting of academic and vocational instructors from the secondary and postsecondary levels to facilitate the implementation and evaluation of competency-based student learning outcomes. Teams are encouraged to move proactively rather than reactively, focusing on desired long-term outcomes rather than temporary short-term problems.
- Academic and vocational instructors actively participate in in-service workshops, professional development programs, workplace-related skill development and other related activities that enhance their knowledge, attitudes, and skill needs of business and industry.
- New technological instructional aides should be incorporated to facilitate the professional development of teachers, program planning and evaluation, and classroom instruction.
- Multiple learning options are to be provided to all students thus facilitating various learning styles and allowing students to achieve excellence in their expected educational outcomes and enhance their motivation to prepare for productive adult life.
- Develop and implement applied academic courses that incorporate vocationally-related examples in academic instruction.
- Develop and coordinate remediation efforts which will provide students competence in areas determined to be deficient.
- Formal Tech Prep models should be developed and implemented with the cooperation of discipline-specific vocational advisory committees.
- Provide incarcerated students with revitalized guidance and counseling programs, applied academic courses, and vocational instruction with workplace-related competencies.
- Continue, expand and develop new school supervised work experience programs (such as coop programs, internships, apprenticeships, etc.) that increase student awareness and competence of work-related attitudes and skills.
- Guidance and Counseling programs should be revised and revitalized to provide increased assistance to students in career/occupational decisions.
- A model should be developed by the school that provides for the successful transition of the student from school to the community.
- Every effort to provide equal opportunities for all students in both academic and vocational areas must be provided.
- Vocational Student Organizations' Programs of Work should provide students the opportunities to demonstrate their attainment of the skills and attitudes necessary for success in the workplace.
- Vocational Student Organizations' Programs of Work should reflect the dynamic nature of the workplace through the incorporation of new and emerging technologies into all programming efforts.

Source Document Numbers

7, 15, 29, 36, 37, 45, 60 (Reference list below)

9. The ability of the vocational curriculum, equipment and instructional materials to meet the demands of the workforce.

Measure: Eligible recipient ranking of areas needing the greatest need for improvement in order to best prepare students to meet current workforce demands and incidence of educator internships in business and industry.

Results: The Needs Assessment Survey asked for rankings of highest to lowest needs for program improvement. Again, this question was organized by vocational education program area, but responses were similar enough between them to report the results as indicative of a total statewide ranking. The following chart provides the highlights.

Area	Ranking
Equipment	Highest need
Instructional materials	Close second
Curricula	Distant third
Facilities (classroom/lab space)	Unanimous fourth place ranking

These same four areas were also assessed in terms of local high school program revision/upgrading activity during the past two years. The following statewide averages were reported.

Area	% Indicating Change
Curricula	32%
Instructional materials	31%
Equipment	24%
Facilities (classroom/lab space)	13%

In addition, the 1993 Tech Prep Annual Report asked for numbers related to Business and Industry Internships designed for systematic observation and/or application of the knowledge and skills currently being used in a business/industry setting. Such internships were to be specifically designed to determine if and/or how curriculum, instruction and/or counseling needed to be improved and must have been at least two full working days in duration. Recognizing that method is simply one more strategy, it is of some note that only 519 teachers, counselors and administrators out of over 66,000 professional staff in Wisconsin school districts have engaged in that activity.

Additional data regarding the incidence of work-based methodologies used throughout the state as well as placement services are discussed in response to the previous criteria.

Given the dynamic nature of educational and workforce technology, programming efforts must develop general, transferable competencies that facilitate the student's ability to utilize a wide range of technologies.

CRITERIA

- Programming efforts should develop general, transferable competencies rather than job or equipment specific competencies.
- Related DPI Curriculum Planning Guides will be utilized to the fullest extent possible in the development of programming efforts.
- A coordinator for vocational programming efforts should be provided.
- Discipline-specific vocational advisory committees, which include representation of related businesses and industries as well as WTCS instructors, are to be utilized in the development, implementation and evaluation of programming efforts.
- Competency-based student learning outcomes should be developed with the cooperation of discipline-specific vocational advisory committees.
- Constant evaluation of programming efforts must be conducted to assure that current and future workplace demands are adequately reflected and students' occupational needs are met.
- Develop Curriculum Teams consisting of academic and vocational instructors from the secondary and postsecondary levels to facilitate the implementation and evaluation of competency-based student learning outcomes. Teams are encouraged to move proactively rather than reactively, focusing on desired long-term outcomes rather than temporary short-term problems.
- Academic and vocational instructors actively participate in in-service workshops, professional development programs, workplace-related skill development and other related activities that enhance their knowledge, attitudes, and skill needs of business and industry.
- New technological instructional aides should be incorporated to facilitate the professional development of teachers, program planning and evaluation, and classroom instruction at all levels of education (K-12 and postsecondary).
- Provide incarcerated students with relevant vocational curriculum, current equipment and appropriate instructional materials to meet the demands of the workforce.
- "Sharing Networks" that facilitate the exchange of human and nonhuman technologies should be developed between education and business.

- Multiple learning options are to be provided to all students thus facilitating various learning styles and allowing students to achieve excellence in their expected educational outcomes and enhance their motivation to prepare for productive adult life.
- Develop and implement applied academic courses that incorporate vocationally-related examples in academic instruction.
- Develop and coordinate remediation efforts which will provide students competence in areas determined to be deficient.
- Formal Tech Prep models should be developed and implemented with the cooperation of discipline-specific vocational advisory committees.
- Continue, expand and develop new school supervised work experience programs (such as coop programs, internships, apprenticeships, etc.) that increase student awareness and competence of work-related attitudes and skills.
- Guidance and Counseling programs should be revised and revitalized to provide increased assistance to students in career/occupational decisions.
- A model should be developed by the school that provides for the successful transition of the student from school to the community.
- Every effort to provide equal opportunities for all students in both academic and vocational areas must be provided.
- Vocational Student Organizations' Programs of Work should provide students the opportunities to demonstrate their attainment of the skills and attitudes necessary for success in the workplace.
- Vocational Student Organizations' Programs of Work should reflect the dynamic nature of the workplace through the incorporation of new and emerging technologies into all programming efforts.

Source Document Numbers

2, 7, 14, 15, 17, 60 (Reference list below)

10. Basic and higher order current and future workplace competencies which will reflect the hiring needs of employers.

Measure: Comparison of greatest need for staff development and program content strategies rankings with strategies used to determine course content and extent of implementation of specific career development strategies.

Results: Based on the Needs Assessment Survey, the following list represents which topical areas related to "all aspects of the industry" were deemed most needing change for all vocational education disciplines.

Topical Area	Ranking
Related academic competencies, problem solving and critical thinking skills.	1st
Technical and/or production skill training.	2nd
Principles which underlie technology, and principles of planning, management and finance.	3rd
Labor, community health, safety and environmental issues	4th

The first choice was unanimous while the second had only one vocational education program area ranking it less than first. The third and fourth ranked areas were also very similarly ranked.

The Survey also asked for ratings of strategies which are used to determine course content. While originally gathered by vocational education program area, the similarity of response allows for summation for all.

Strategy	Incidence of Use
Instructor occupational experience	Always
Student interest	Always
Business/industry contacts	Always
Contact with other instructors/staff teams	Always
Labor market report analysts	Sometimes/Usually
Local employer surveys	Sometimes/Usually
Advisory committee input	Sometimes/Usually
Review of professional journals	Sometimes/Usually
Special populations needs	Sometimes/Usually
Contact with DPI/WTCS/UW staff	Sometimes/Usually
Competencies identified by business, industry and/or labor	Sometimes/Usually

Competencies reflecting the labor market needs of the locality will reflect the hiring needs of employers and the educational institution. Competencies should be reflective of both academic and vocational education knowledge, attitudes and skills. Meaningful partnerships between education and business will provide the input necessary to keep training current and relevant. Providing access to an education for employment program that offers alternative pathways to occupational success including specific job preparation, technical preparation and college preparation is vital.

CRITERIA

- Educational programming should reflect the need to develop employability skills in all students in K-12 programs beginning as early as possible.
- Related DPI Curriculum Planning Guides will be utilized to the fullest extent possible in the development of programming efforts.
- A coordinator for vocational programming efforts should be provided.
- Discipline-specific vocational advisory committees, which include representation of related businesses and industries and WTCS instructors, are to be utilized in the development, implementation and evaluation of programming efforts.
- Coordinate the transitioning of incarcerated students to the workplace and/or postsecondary training.
- Competency-based student learning outcomes should be developed with the cooperation of discipline-specific vocational advisory committees. These competencies should include higher-order cognitive, affective, and psychomotor skills.
- Develop Curriculum Teams consisting of academic and vocational instructors from the secondary and postsecondary levels to facilitate the implementation and evaluation of competency-based student learning outcomes. Teams are encouraged to move proactively rather than reactively, focusing on desired long-term outcomes rather than temporary short-term problems.
- Academic and vocational instructors actively participate in in-service workshops, professional development programs, workplace-related skill development and other related activities that enhance their knowledge, attitudes, and skill needs of business and industry.
- New technological instructional aides should be incorporated to facilitate the professional development of teachers, programming planning and evaluation, and classroom instruction.
- Multiple learning options are to be provided to all students thus facilitating various learning styles and allowing students to achieve excellence in their expected educational outcomes and enhance their motivation to prepare for productive adult life.
- Develop and implement applied academic courses that incorporate vocationally-related examples in academic instruction.
- Develop and coordinate remediation efforts which will provide students competence in areas determined to be deficient.
- Formal Tech Prep models should be developed and implemented with the cooperation of discipline-specific vocational advisory committees.
- Continue, expand and develop new school supervised work experience programs (such as coop programs, internships, apprenticeships, etc.) that increase student awareness and competence of work-related attitudes and skills.

- Guidance and Counseling programs should be revised and revitalized to provide increased assistance to students in career/occupational decisions.
- A model should be developed by the school that provides for the successful transition of the student from school to the community.
- Every effort to provide equal opportunities for all students in both academic and vocational areas must be provided.
- Vocational Student Organizations' Programs of Work should provide students the opportunities to demonstrate their attainment of the skills and attitudes necessary for success in the workplace.
- Vocational Student Organizations' Programs of Work should reflect the dynamic nature of the workplace through the incorporation of new and emerging technologies into all programming efforts.

Source Document Numbers

7, 17, 29, 50, 58, 60 (Reference list below)

11. Meeting the academic and occupational needs of secondary students.

Identification of pupil needs and interests as well as provision of instruction which practically applies basic skills in the general and vocational curriculum are two requirements of Wisconsin's Education For Employment Standards. These are documented in each district's Education for Employment Plan which is submitted to and approved by the State Superindentent.

Criteria

- Related DPI Curriculum Planning Guides will be utilized to the fullest extent possible in the development of programming efforts.
- A coordinator for vocational programming efforts should be provided.
- Develop Curriculum Teams consisting of academic and vocational instructors from the secondary and postsecondary levels to facilitate the development, implementation and evaluation of curriculum programming efforts which incorporate actual business/industry experiences through in-school experiences (guest speakers, problem solving case studies involving local businesses, etc.) and out-of-school experiences (school supervised experiences such as coop programs, internships, apprenticeships, field trips, etc.). Teams are encouraged to move proactively rather than reactively, focusing on desired long-term outcomes rather than temporary short-term problems.

- Discipline-specific vocational advisory committees, which include representation of related businesses and industries as well as WTCS instructors, are to be utilized in the development, implementation and evaluation of programming efforts.
- Competency-based student learning outcomes should be developed and implemented with the cooperation of discipline-specific vocational advisory committees.
- Develop and implement applied academic courses that incorporate vocationally-related examples in academic instruction.
- Multiple learning options are to be provided to all students thus facilitating various learning styles and allowing students to achieve excellence in their expected educational outcomes and enhance their motivation to prepare for productive adult life.
- Formal Tech Prep models should be developed and implemented with the cooperation of discipline-specific vocational advisory committees.
- Follow-up studies should be conducted on students to determine the success of the preparation program that was followed.
- Continue, expand and develop new school supervised work experience programs (such as coop programs, internships, apprenticeships, etc.) that increase student awareness and competence of work-related attitudes and skills.
- Develop and coordinate remediation efforts which will provide students competence in areas determined to be deficient.
- Programming efforts must receive consistent support from state and local administrators.
- Guidance and Counseling programs should be revised and revitalized to provide increased assistance to students in career/occupational decisions.
- Vocational Student Organizations' Programs of Work should provide students the opportunities to demonstrate both academic and vocational competence attainment.
- Every effort to provide equal opportunities for all students in both academic and vocational areas must be provided.
- Special population students enrolled in sequenced vocational courses of study should demonstrate their knowledge and skills obtained as part of their IEEP (Individual Education for Employment Plan), IVP (Individual Vocational Plan), and/or ITP (Individual Transitional Plan).

Source Document Numbers

7, 14, 15, 17, 23, 29, 30, 35, 36, 37, 45, 61 (Reference list below)

12. Secondary vocational-technical programs capable of providing students with:

A. Strong experience in and understanding of all aspects of the industry they are preparing to enter (including the areas of planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues; and health, safety, and environmental issues.

Wisconsin's Education for Employment Standards requires all schools to provide access to a 9-12 vocational education program which has curriculum based on labor market information including follow-up studies of graduates, job placement, and employment needs. Evaluation of attainment of these criteria is achieved through the 20 Standards Audit completed in 20 percent of Wisconsin's LEA's annually.

B. Strong development in and use of problem-solving skills and basic and advanced academic skills (including skills in the areas of mathematics, reading, writing, science, and social studies) in a technological setting.

In addition to the curriculum based requirements discussed in the response to 12.a. above, all Wisconsin schools must offer school supervised work experience based on the following guidelines:

Community field experience relating to work in grades K-12;
More specific occupational training in grades 7-12; and
Paid work experience in grades 10-12.

Evaluation of achievement is annually conducted for 20 percent of Wisconsin LEA's through the Educational Standards Review Process.

CRITERIA

- Related DPI Curriculum Planning Guides will be utilized to the fullest extent possible in the development of programming efforts.
- A coordinator for vocational programming efforts should be provided.
- Discipline-specific vocational advisory committees, which include representation of related businesses and industries as well as WTCS instructors, are to be utilized in the development, implementation and evaluation of programming efforts.
- Competency-based student learning outcomes should be developed with the cooperation of discipline-specific vocational advisory committees. These competencies should include higher-order cognitive, affective, and psychomotor skills.

- Develop Curriculum Teams consisting of academic and vocational instructors from the secondary and postsecondary levels to facilitate the implementation and evaluation of competency-based student learning outcomes. Teams are encouraged to move proactively rather than reactively, focusing on desired long-term outcomes rather than temporary short-term problems.
- Academic and vocational instructors actively participate in in-service workshops, professional development programs, workplace-related skill development and other related activities that enhance their knowledge, attitudes, and skill needs of business and industry.
- New technological instructional aides should be incorporated to facilitate the professional development of teachers, program planning and evaluation, and classroom instruction.
- Multiple learning options are to be provided to all students thus facilitating various learning styles and allowing students to achieve excellence in their expected educational outcomes and enhance their motivation to prepare for productive adult life.
- Develop and implement applied academic courses that incorporate vocationally-related examples in academic instruction.
- Develop and coordinate remediation efforts which will provide students competence in areas determined to be deficient.
- Formal Tech Prep models should be developed and implemented with the cooperation of discipline-specific vocational advisory committees.
- Provide incarcerated students with revitalized guidance and counseling programs, applied academic courses, and vocational instruction with workplace-related competencies.
- Continue, expand and develop new school supervised work experience programs (such as coop programs, internships, apprenticeships, etc.) that increase student awareness and competence of work-related attitudes and skills.
- Guidance and Counseling programs should be revised and revitalized to provide increased assistance to students in career/occupational decisions.
- A model should be developed by the school that provides for the successful transition of the student from school to the community.
- Every effort to provide equal opportunities for all students in both academic and vocational areas must be provided.
- Vocational Student Organizations' Programs of Work should provide students the opportunities to demonstrate their attainment of the skills and attitudes necessary for success in the workplace.
- Vocational Student Organizations' Programs of Work should reflect the dynamic nature of the workplace through the incorporation of new and emerging technologies into all programming efforts.

Source Document Numbers

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VIII. DPI PROPOSED USE OF VEA FUNDS

Summary of Needs

In its 1991-94 Three-Year Plan for the Carl Perkins Act, the Wisconsin Department of Public Instruction relied on numerous recent federal and state reports relating to the state of school-to-work transition. For this 1994-96 Two-Year Plan, the Department conducted a formal Needs Assessment Survey of the state's high schools specifically relating to the Section 116 Needs Assessment factors; see Part VII above. In addition, data from Wisconsin's 1992-93 Annual Tech Prep Report and results from the Vocational Education Enrollment Reporting System (VEERS) were also available for use in this assessment phase of state plan development. Finally, upcoming federal and state initiatives; (e.g., the School to Work Opportunity Act and Wisconsin's Department of Industry, Labor and Human Relation's Career Counseling Centers RFP) relating to the general area of school to work transition were considered in determining where the most significant potential program improvement gains could be achieved with Perkins Act funds.

Based on the results gleaned from these additional and more formal processes, the State program improvement goals from the prior State Plan bear revisiting.

Goal 1: To provide Tech Prep and Youth Apprenticeship options to all people and groups equally and without discrimination.
Goal 2: To develop Tech Prep and Youth Apprenticeship options that continually and systematically respond to the trends and demands of the marketplace.
Goal 3: To amplify and expand the "whole person" concept of education within Tech Prep and Youth Apprenticeship options.
Goal 4: To elevate and extend standards of excellence in classroom and laboratory instruction, supervised experiences and student organizations.
Goal 5: To provide leadership and cultivate strong partnerships between the educational system and business, industry and labor.

In terms of the two dominating features of the Act (program improvement and services to members of special populations), it is apparent from the various data that minimal levels of improvement and overall service to all the groups included as special populations has occurred (see Assessment factors 1, 3, 4, 6 and 9, in Part VII, above). The lack of systematic statewide involvement with work-based learning and other similar business/industry/labor partnership type activities is documented in the Assessment of factors, 3, 5, 8, 9 and 10 in Part VII. This directly relates to the Perkins requirements on "all aspects of the industry" and necessitates changing the program improvement priorities of the previous plan. The need to do so is further reinforced by the anticipated federal School to Work Opportunity Act and Wisconsin's establishment of Career Counseling Centers which will rely heavily on programmatic relationships centered on work-based and worksite learning between secondary schools and local business, industry and labor. This translates into continuing the priority in the use of Perkins Act funds available at the secondary level for the program improvement activities and services identified in Goals 4 and 5 above.

The attached budget summary for the Department indicates shifts in funding to increase anticipated expenditures for Guidance and Counseling and Equipment/Instructional aids purchase. Decreases occur for Apprenticeshp programs and Remedial courses. No change is anticipated for Curriculum upgrading, Staff development, Equipment adaptation and Supplementary Services for Special Populations.

Secondary Funding Table

	1994-95	1995-96	1996-97*
TITLE II Basic State Grant (DPI share)	$8,594,647	$8,594,647	$8,594,647
5% Administration (Including equity)	429,181	429,181	429,181
8.5% State Leadership	729,609	729,609	729,609
7.5% Single Parent	643,772	643,772	643,772
3% Gender Equity	257,510	257,510	257,510
1% Incarcerated	96,847	96,847	96,847
75% Local Project Funds	6,437,728	6,437,728	6,437,728
(Upgrading curriculum)	(1,157,848)	(1,157,848)	(1,157,848)
(Equipment purchase, including Instructional Aids)	(1,157,848)	(1,157,848)	(1,157,848)
(In-service for Voc Ed and Academic Instructors working with voc ed students for integrating academic and voc ed)	(1,192,272)	(1,192,272)	(1,192,272)
(Guidance and Counseling)	(514,599)	(514,599)	(514,599)
(Remedial Courses)	(225,115)	(225,115)	(225,115)
(Adaption of Equipment)	(514,599)	(514,599)	(514,599)
(Supplementary services for Special Populations)	(1,157,848)	(1,157,848)	(1,157,848)
(Apprenticeship Programs)	(514,599)	(514,599)	(514,599)
TITLE III Special Programs Total	$410.951	$410,951	$410,951
Community-Based Organizations	105,187	105,187	105,187
Consumer and Homemaking Education	305,764	305,764	305,764
(Full-time State Administrator)	(18,346)	(18,346)	(18,346)
Tech Prep Education Programs (See Part XI, below)			
DPI TOTAL	$9,005,598	$9,005,598	$9,005,598

*This is a two-year plan. However, if the current Act is extended for an additional year, the Department would expend the funds available to it as shown here. Such expenditures would be in keeping with the conclusions, see above, drawn rom the ASSSMENT described in the preceding Part VII.

Introduction

The stated purpose of this federal act is to make the United States more competitive in the world economy by developing more fully the academic and occupational skills of all segments of the population. The Wisconsin Department of Public Instruction proposes to achieve this purpose by conceptually framing the use of Carl Perkins funds around the School-to-Work Transition and concentrating resources on promoting and developing Tech Prep and Youth Apprenticeship options. These curriculum-based efforts are needed by youth to obtain high skill, high wage employment and assist in improving the economic future of the state and nation. To realize these ends, the following goals and objectives are to provide guidance in the development and operation of these initiatives.

SECONDARY VOCATIONAL EDUCATION PROGRAMS

TITLE II, SUBPART 2, SECTION 235

The purpose of Title II, Part C, of the Act is to improve vocational education programs, with the full participation of individuals who are members of special populations, at a limited number of sites or with respect to a limited number of program areas.

Use of Funds

The Department of Public Instruction proposes to achieve this purpose by conceptually framing the use of Carl Perkins funds around the School-to-Work Transition and concentrating resources on promoting and developing Tech Prep and Youth Apprenticeship options. These curriculum-based efforts are needed by youth to obtain high skill, high wage employment and assist in improving the economic future of the state.

Requirements

Each eligible recipient that receives a grant under Part C shall give priority under this Part to sites or programs that serve the highest concentrations of individuals who are members of special populations.

Funds made available under this Part shall be used to provide vocational education programs that--

a) Are of such size, scope and quality as to be effective;

b) Integrate academic and vocational education in such programs through coherent sequences of courses so that students achieve both academic and occupational competencies; and

c) Provide equitable participation in such programs for the special populations consistent with the assurances and requirements in section 118.

In order to carry out the above, funds may be used for program improvement to implement the Tech Prep Initiative for the following activities:

a) Upgrading curriculum;

b) Equipment purchases, including instructional aids;

c) In-service for both vocational education instructors and academic instructors working with vocational education students for integrating academic and vocational education;

d) Guidance and counseling;

e) Remedial courses;

f) Adaptation of equipment;

g) Supplementary services designed to meet the needs of special populations;

h) A special populations coordinator paid in whole or in part from such funds who shall be a qualified counselor or teacher to ensure that individuals who are members of special populations are receiving adequate services and job skill training; and

i) Apprenticeship programs.

LEA Formula Distribution Requirements (Part C)

Goal 1: To provide Tech Prep and Youth Apprenticeship options to all people and groups equally and without discrimination.

OBJECTIVES

1.1. To develop and implement broad based curriculum and instruction that is directed toward meeting the needs of an increasingly more diverse student population, utilizing DPI guides, standards and materials.

1.2. To assess and identify the career interests of individual students and provide career counseling resulting in access to educational and career programs related to student interest and proficiency.

1.3. To provide students with a wide variety of training and experiences (resulting in better educated, more fully developed members of society).

1.4. To provide equal opportunity and support services for learners in special populations and minorities to succeed in the total vocational education program.

Goal 2: To develop Tech Prep and Youth Apprenticeship options that continually and systematically respond to the trends and demands of the marketplace.

OBJECTIVES

2.1. To develop educational program competencies that are reflective of the labor market.

2.2. To assist teachers in developing professional and instructional competence reflecting current and future labor market needs.

2.3. To provide students with multiple, relevant and up- to-date experiences which will assist them in entering the workplace in the area of their preparation and/or to succeed in postsecondary experiences.

Goal 3: To amplify and expand the "whole person" concept of education within Tech Prep and Youth Apprenticeship options.

OBJECTIVES

3.1. To emphasize the mission of the educational system to develop the "whole person" in each student.

3.2. To provide opportunities for students to develop a foundation of educational competence related to family, work and community life.

3.3. To expand educational opportunities for students to develop leadership, personal and interpersonal skills.

3.4. To provide opportunities for students to develop academic and vocational competencies reflective of the knowledge, attitudes, and skills desired in the labor market.

Goal 4: To elevate and extend standards of excellence in classroom and laboratory instruction, supervised experiences and student organizations.

OBJECTIVES

4.1. To develop the three strategies (work prep, tech prep, college prep) which organize educational experiences and to emphasize occupational options in connection with the Education for Employment standard.

4.2. To encourage academic and vocational integration of the total educational program.

4.3. To provide vocational education programs organized around broad career/occupational clusters and integrated academic competencies.

4.4. To provide vocational programs that develop general, transferable competencies which facilitate students' abilities to utilize a wide range of technologies.

Goal 5: To provide leadership and cultivate strong partnerships between the educational system and business, industry and labor.

OBJECTIVES

5.1. To provide leadership efforts to develop coordinated secondary and postsecondary competencies, which facilitate student transition into any WTCS district or program.

5.2. To promote and assist development of partnerships between education, business, industry and labor which result in training systems becoming and remaining current.

5.3. To encourage the development of collaborative efforts by instructors and related personnel to integrate academic and vocational education in secondary schools and with the postsecondary level.

SINGLE PARENT AND DISPLACED HOMEMAKER REQUIREMENTS (PART B)

Title II, Part B, Subpart 1, Section 221 states that "each State shall use the amount reserved under Section 102(a)(2)(A) only to:

1. Provide, subsidize, reimburse, or pay for preparatory services including instruction in basic academic and occupational skills, necessary educational materials, and career guidance and counseling services, in preparation for vocational education and training that will furnish single parents, displaced homemakers, and single pregnant women with marketable skills;

2. Make grants to eligible recipients for expanding preparatory services and vocational education when the expansion directly increases the eligible recipients' capacity for providing single parents, displaced homemakers, and single pregnant women with marketable skills;

3. Make grants to community-based organizations for the provision of preparatory and vocational education services to single parents, displaced homemakers, and single pregnant women if the State determines that the community-based organization has demonstrated effectiveness in providing comparable or related services to single parents, displaced homemakers, and single pregnant women taking into account the demonstrated performance of such an organization in terms of cost, the quality of training, and the characteristics of the participants;

4. Make preparatory services and vocational education and training more accessible to single parents, displaced homemakers, and single pregnant women by assisting such individuals with dependent care, transportation services, or special services and supplies, books, and materials, or by organizing and scheduling the programs so that such programs are more accessible; or

5. Provide information to single parents, displaced homemakers, and single pregnant women to inform such individuals of vocational education programs, related support services, and career counseling."

Definitions

The term "single parent" means an individual who is unmarried or legally separated from a spouse and has a minor child or children for which the parent has either custody or joint custody or is pregnant.

The term "displaced homemaker" means an individual who is an adult and has worked as an adult primarily without remuneration to care for the home and family and for that reason has diminished marketable skills, has been dependent on public assistance or on the income of a relative but is no longer supported by such income, is a parent whose youngest dependent child will become ineligible to receive assistance under the program for aid to families with dependent children under part A of Title IV of the Social Security Act within 2 years of the parent's application for assistance under this Act, or is unemployed or under-employed and is experiencing difficulty in obtaining any employment or suitable employment, as appropriate; or meets the preceding criteria and is a criminal offender.

Need

Four out of 10 girls who are now 14 years old will get pregnant in their teens. Two in 10 will give birth. Data from the Wisconsin Adolescent Pregnancy Prevention and Services Board (1991) shows that 11,057 Wisconsin school age girls became pregnant in 1991, resulting in over 7,000 births to adolescents. Of these births to Wisconsin teen mothers, 1,475 are repeat pregnancies. Twenty to twenty-five percent of teen mothers have one or more additional babies while a teenager.

Families headed by teen mothers are seven times more likely to be poor. Ninety to ninety-six percent of these teens keep their babies and 78-90 percent become single parents. Teen parents who are married have a higher rate of marital dissolution which results in additional numbers of single parents. There is no source of data about the number of teen males who have custody or joint custody of their children. The needs of teen fathers have been virtually ignored.

Teenage single parents experience a wide range of consequences and challenges which have long range effects. According to a September, 1981 study by The Urban Institute of Washington, D.C., nearly four out of five teenage mothers drop out of school. A study by the Council of Chief State School Officers in "Concerns" (March 1984), showed that teenage fathers are only 70 percent as likely to graduate from high school as nonparent teenage males. Many teen parents have little preparation for economic self- sufficiency or for balancing the dual roles of homemaker/parent and wage earner.

Many teen parents:

1. Lack education—a high school degree;
2. Lack employability skills or equivalent;
3. Lack marketable skills;
4. Lack self-esteem;
5. Lack work experience;

6. Hold extremely stereotyped notions about the kind of work they want or might be able to do;
7. Have limited career aspirations;
8. May be behind grade level in academic achievement;
9. Obtain low paying and unrewarding jobs (if any employment is obtained);
10. Face many barriers to employment—including employer discrimination;
11. Have a great need for support services to assist them to complete an education and prepare for employment.

Few Wisconsin school districts offer programs or services to meet the needs identified above. Wisconsin has 153 school-age parent (SAPAR) programs which serve 1,159 pregnant teenagers according to a 1988 report done by the State Legislative Audit Bureau. These programs offer special support services for students before and after delivery. Many of these programs focus on needs other than career, employability, and vocational needs. School age parents programs service only about 20 percent of eligible students and 53 percent of SAPAR dollars are spent on aides or teacher salaries to provide direct services to the school age parent.

Additional needs should be noted. In each of five years (FY 90-94) of Carl Perkins Act funding, Wisconsin received applications for assistance which exceeded the available funding.

The following chart highlights the numbers of project funding requests, total dollars requested, the number of projects approved and the total dollars approved.

FY	#Requests	Total $ Requested	# Approved	Total $ Approved
90	25	1,115,958	22	623,204
91	25	939,640	24	544,991
92	21	770,468	16	584,884
93	20	900,000	16	641,350
94	22	856,378	17	596,458

Local school districts last year served 3,671 (VEERS 1992) teen single parents with Carl Perkins funds. Some of the services provided to students include the following components:

a. Career counseling with special emphasis on technical, nontraditional, higher wage/higher benefits;

b. Basic and remedial literacy instruction;

c. Career exploration and development activities;

d. Employability and life management skills.

Goals

1. Single parents will be provided with equal access to recruitment, enrollment, and placement activities.

2. Single parents will be provided with equal access to the full range of vocational education programs available to individuals who are not members of special populations, including occupationally specific courses of study, cooperative education, apprenticeship programs, tech prep, and to the extent practicable, comprehensive career guidance and counseling services, and shall not be discriminated against on the basis of their status as a member of special populations.

3. Coordinated secondary and postsecondary competencies which provide single parents the opportunity for transition into any WTCS district or program will be developed.

4. Opportunities for single parents to develop a foundation of educational competence related to work and community life will be expanded.

Planned Activities to Meet Goals:

1. Fund projects, activities, personnel and programs to meet the needs of single parents, including the development of models that provide a wide variety of training experiences and opportunities for students to develop educational competencies. Annual application guidelines developed by the administrator for Vocational Equity and Single Parent Programs and approved by the Department should provide priority emphasis on two or more of the following:

    a. Expanded opportunities for single parents to develop a foundation of educational competencies related to work and community;

b. Vocational education programs organized on broad career/occupational clusters and integrated academic competencies;

c. Integrate academic and vocational education (i.e., occupational prep, tech prep, college prep) in programs ensuring a connection with the Education for Employment Standard;

d. Vocational programs that develop general transferable competencies which utilize a wide range of technologies;

e. Expanded opportunities for developing leadership, personal and interpersonal skills;

f. Vocational assessment and testing;

g. Equal opportunity and support services for single parents to succeed in vocational education such as: child care, transportation, special career counseling and guidance resulting in access to educational and career programs related to student interest and proficiency, remediation, academic and vocational education competencies, classroom aides, materials, mentors and community role models, tutors, job development and placement activities, pregnancy prevention, employment and social services;

h. Relevant and up-to-date experiences which will assist the students in entering the workplace in the area of preparation and/or to succeed in postsecondary experiences;

i. Develop partnerships between education, business, industry and labor which result in training systems becoming and remaining current; and

j. Linkage with other programs and agencies such as JTPA, WTCS and DHSS, etc.

2. Fund technical assistance statewide which will increase the capacity of eligible recipients to provide single parent programs.

3. Fund the development of informational materials that are reflective of current/future labor market needs, vocational education programs and related support services which inform single parents of opportunities.

4. Fund staff development activities to increase professional and instructional competencies reflective of current and future labor market needs. For example:

   Develop collaborative efforts for instructors and related professionals to integrate academic and vocational education in secondary with postsecondary.

5. Fund the development and implementation of broad based curriculum and instruction that is directed toward meeting the needs of the single parent; utilizing DPI guides, standards and materials.

6. Fund needs assessments to determine the needs of single parents in order to provide access to programs that address their critical needs.

7. Fund staff time for a Single Parent Coordinator who has multiple roles in directing a comprehensive program providing instructional and support services to students.

8. Coordinate Carl D. Perkins single parent programs jointly with other funding sources such as: Job Training Partnership Act programs, Learn-fare or other support services programs, school-age parent programs and other Children At Risk programs.

SEX EQUITY REQUIREMENTS (PART B)

Title II, Part B, Sub-part 1, Section 222, states that "each state shall use the amount reserved under 102(a)(2)(B) only for:

1. Programs, services, comprehensive career guidance and counseling, and activities to eliminate sex bias and stereotyping in secondary and postsecondary vocational education;

2. Preparatory services and vocational education programs, services, and activities for girls and women, aged 14 through 25, designed to enable the participants to support themselves and their families; and

3. Support services for individuals participating in vocational education programs, services, and activities described in paragraphs (1) and (2), including dependent-care services and transportation."

Need

Sex equity is freedom from favoritism based on gender. Achieving sex equity enables both women and men of all racial and ethnic backgrounds to develop the skills they need in the home and in the paid labor force, and that suit the individual's "informed interests" and abilities. It also fosters mutual trust, as it allows people of both sexes the freedom to fulfill many roles.

Sex equity actions are deliberate efforts to build partnership skills between men and women, enhance people's ability to work together productively; build stable and satisfying family relationships; expand career opportunities; and eliminate sex bias, sex-role stereotyping, and discrimination on the basis of sex.

According to the Women's Bureau of the U.S. Department of Labor, facts on women in the work force show that 69 percent of all women between the ages of 18 and 64 were in the work force in 1989. Women comprised 45 percent of the entire civilian labor force in 1989, and 74 percent of women workers have full-time jobs while 26 percent are working part-time. However, occupational segregation on the basis of gender still exists. Women continue to make up large proportions of traditional "female" occupations, such as administrative support workers (80 percent female) and retail and personal services sales workers (68 percent female). In addition, the wage gap between men and women still exists - women are paid 70 cents for every dollar paid to men!

Perhaps one of the most startling projections is this: A woman who married at age 22 in 1980 can expect to spend two-thirds of her adult life without children in the home, and one-half to two-thirds of her adult life without a husband. According to the Women's Research and Education Institute, "Work and Women in the 1980s," these major demographic changes are forcing women to reduce the importance of marriage in their lives and increase the importance of a career.

Secondary level vocational educators are making some progress toward eliminating sex role stereotyping, bias, and discrimination. The Wisconsin figures for 1986 (VEDS data) indicated that there was limited enrollment in non-traditional vocational programs. A comparison of figures from 1992 (VEERS data) indicates there has been some progress in enrolling vocational education students in non-traditional areas, but that progress has been slow, particularly in technology education.

DISCIPLINE AREA	1986(VEDS DATA)	1992(VEERS DATA)
Agriculture	16% female	24% female
Business Education	10% male	36% male
Health Care	9% male	14% male
Home Economics	32% male	21% male
Marketing Education	36% male	42% male
Technology Education	6% female	14% female

While vocational sex equity activities have raised awareness of equity issues and developed several model programs, not all schools have taken affirmative or programmatic steps to neutralize sex bias and occupational stereotyping. Vocational evaluations continue to indicate sex segregated enrollments, wage gaps for female graduates, civil rights compliance deficiencies, and limited active efforts to promote sex equity at the local level. Surveys of student attitudes and knowledge about female participation in the work force consistently indicate that many students make vocational choices based on stereotyped myths rather than on labor market facts.

During the last six years of Carl Perkins Act funding (FY 89 to FY 94), there has been a concentrated effort to develop more sex equity expertise at the regional and local levels by providing on-site technical assistance to vocational administrators, instructors, and counselors. To help develop this expertise, the Department of Public Instruction established the Wisconsin Vocational Equity Leadership Cadre. The Cadre has a minimum of three educators from each Cooperative Educational Services Agency (CESA) of which there are 12 in Wisconsin. CESAs in Wisconsin are intermediate service agencies for school districts. The Department's intent was to foster and enhance regional delivery of vocational equity services, activities and programs by providing staff development opportunities for Cadre members.

The goals of the Cadre are as follows:

1. To support projects, activities, career guidance and counseling, personnel and programs which promote vocational equity, or increase access and participation for females in vocational education, or meet the special needs of non- traditional students and students of color.

2. To expand the capacity of administrators, counselors, and teachers to promote and achieve vocational equity.

3. To develop vocational equity competencies for administrators, counselors, teachers, and students.

4. To provide vocational education programs, preparatory services, and activities for girls and women aged 14-25 designed to enable them to support themselves and their families.

5. To foster curriculum development which prepares students for the changing roles of men and women, and for non-traditional, technical, new and emerging occupations.

6. To foster and expand partnerships with agencies and organizations, and business and industry in support of vocational equity.

7. To promote, and implement the Wisconsin Model for Sex Equity in Career and Vocational Education.

Funds from the 1990 Carl D. Perkins Vocational and Applied Technology Education Act will be used for continued support of efforts by the Wisconsin Vocational Equity Leadership Cadre, local school district staff, and university technical assistance projects. The Wisconsin Model for Sex Equity in Career and Vocational Education is being implemented, and a goal is to have phases 1 - 3 of that Wisconsin Model (including development of a local equity plan) implemented by 100 percent (approximately 300 districts) of the Carl Perkins Act school districts by 1995. Cadre members will provide technical assistance and consultative support as school districts implement the model. A more detailed list of some of the activities planned to meet goals of the 1990 Carl Perkins Act include the following:

Planned Activities to Meet Goals

1. To fund programs, services, and activities to eliminate sex bias and stereotyping in secondary vocational education, including but not limited to:

    a. Continue support of the statewide Vocational Equity Resource Center to provide technical assistance to Wisconsin Vocational Equity Leadership Cadre members.

    b. Provide consultants and regional vocational equity personnel to deliver technical assistance and support to vocational administrators, counselors, and instructors.

    c. The purchase and acquisition of resources which promote vocational equity.

    d. The collection, analysis and dissemination of data on the educational and employment needs of young women and men.

    e. Projects designed to implement the sex equity functions outlined in Sec. 222 of the Act.

    f. Curriculum revision or development which prepares students for the changing roles of men and women, and for non-traditional, technical, new and emerging occupations.

    g. Programs and activities which overcome sex role stereotyping in vocational education, and provide support services for non-traditional students.

    h. The development and dissemination of informational materials for young women and students of color concerning vocational and employment opportunities with a special emphasis on non-traditional, technical, high-technology, new and emerging occupations.

    i. Assessments of vocational education programs for sex bias and stereotyping, the needs of young women, and the needs of males and females who desire to enter occupations not traditionally associated with their sex.

    j. Staff development activities which increase the capacity of administrators, instructors, and counselors to take affirmative or programmatic steps to achieve vocational equity.

k. Implementation of model courses/activities for students which increase their interest in, and preparation for, non-traditional occupations; prepare them for the dual roles of homemaker/parent and wage-earner; expand adolescent role expectation; increase female self-esteem and motivation to achieve economic self-sufficiency; promote student equity awareness; and develop new skills (e.g., assertiveness, networking) for students continuing to choose traditional careers which will maximize their options.

l. Activities which foster business/industry and parental support for vocational equity and the development of partnerships and collaborative efforts with community agencies, organizations, and businesses to achieve vocational equity.

m. Gender equity activities conducted by Vocational Student Organizations.

n. Development of additional activities, resources or programs identified through the needs assessment process of the Wisconsin Model for Sex Equity in Career and Vocational Education.

o. Support the standards for education excellence in Wisconsin. These standards are intended to create school districts "as nearly uniform as possible." While nondiscrimination and equity concerns can be related to each standard, four seem particularly applicable and provide numerous opportunities to achieve and advance educational equity. These four are:

Standard (e), the Guidance and Counseling Services standard, which states that "each school board shall provide guidance and counseling services." The Wisconsin Developmental Guidance Model (WDGM) serves as a framework around which schools may develop their local counseling services plan. The model identifies and focuses on guidance in three major developmental areas-learning, personal/social, and career/vocational. The WDGM is presented in the DPI publication School Counseling Programs: A Resource and Planning Guide. In addition, Classroom Activities in Sex Equity for Developmental Guidance, published by the DPI, provides activities organized around the WDGM's three major developmental areas.

Standard (k), the Curriculum Plan standard, which states that "each school board shall develop a written, sequential curriculum plan ... (which) shall specify objectives, course content, resources, and shall include a program evaluation method." The evaluation method that school boards develop for written curriculum plans can be much more than a paper work exercise. It could provide educators the opportunity to evaluate the level of equity in their district's schools. The DPI publishes curriculum guides for most subject areas to help school administrators and staff develop, expand, or update their programs.

Standard (m), the Education for Employment standard, which states that "each school board shall provide access to an education for employment plan that has been approved by the state superintendent." By ensuring equal access to and equal treatment in education for employment programs to all students, females have a chance to reach parity with males in their awareness of occupational opportunities and in their career expectations and aspirations.

Standard (n), the Children at Risk standard, which states that "each school board shall develop a plan for children at risk under s. 118.153, Wisconsin Statutes." Many young people (especially young women) are at risk of failing to graduate from high school, of making poor decisions that lead to dependency or victimization, or of not being aware of their options and opportunities for the future. Programs, plans, and activities implemented under this standard offer prevention and early intervention assistance to these young women. For example, one such program helps pregnant and parenting teens graduate from high school.

p. Provide assistance to Bureau For Vocational Education staff at the Department of Public Instruction to ensure that the goals of sex equity are achieved through their program areas and curriculum projects.

2. To fund vocational education programs, services, and activities for girls and women aged 14-25 designed to enable them to be economically self-sufficient. It is the Department's intent to fund supplemental costs and support services necessary for females to participate in existing or emerging vocational education programs. Priority will be given to those programs, services, and activities which promote non-traditional, technical, new and emerging occupations, and tech prep programs.

3. Fund a wide variety of support services for individuals participating in vocational education programs (outlined in numbers 1 and 2 above), including but not limited to:

   a. Dependent care services
   b. Transportation
   c. Peer support groups
   d. Special counseling and guidance
   e. Remediation in basic skills
   f. Classroom aides
   g. Instructional materials
   h. Community role models
   i. Tutors
   j. Pre-vocational assessment and activities
   k. Job development and placement

CRIMINAL OFFENDERS REQUIREMENTS (PART B)

Title II, Part B, Subpart 2, Section 225 indicates how funds available for this purpose are to be used in providing vocational education services and activities which meet the special needs of criminal offenders who are serving in a correctional institution.

Definitions

The term "criminal offender" means any individual who is charged with or convicted of any criminal offense, including a youth offender or a juvenile offender.

The term "correctional institution" means any prison, jail, reformatory, work farm, detention center, halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

Need

In order for youthful offenders to become productive, contributing members of society, it is imperative that vocational education opportunities are available which reflect new and emerging trends and occupations. It must be recognized that for many youthful offenders it is during incarceration that they receive their first successful high school experience. For example, a follow-up study done for local long-range planning, examined educational experiences of youth released from Ethan Allen and Lincoln Hills correctional institutions and found:

1. Forty-eight percent of all 15, 16, and 17 year old youth arrived at correctional institutions with no high school credits.

2. Only 3.2 percent of the total population at Ethan Allen and Lincoln Hills Correctional Institutions completed a traditional high school program; 39.7 percent earned a GED (either while incarcerated or after release).

In addition, it should be noted that follow-up studies at the state and national levels document a student's success rate of completing his/her high school education upon release from a correctional institution at 10 percent.

Many offenders have other exceptional needs such as handicapping conditions, single parenting responsibilities, gifted and talented abilities, limited English speaking abilities, and others. Equal access to vocational education services and activities must also be provided to these students.

Goals

The Department plans to provide vocational education services and activities designed to meet the special needs of youthful offenders in correctional institutions.

Planned Activities to Meet Goals

1. Vocational programs based on labor market projections of future employment trends in order to train juvenile offenders for new, emerging, non-traditional, and changing occupations.

2. Special services, including adaptation of competency-based curriculum instruction, and equipment, to meet the needs of the juvenile criminal offender.

3. Basic skills instruction when determined such instruction is necessary to meet the vocational needs of students who are youthful offenders.

4. Vocational assessment designed to familiarize students with vocational opportunities and assist in making program selections based on skills, interests, and future employment opportunities.

5. Vocational education training through community-based organizations and arrangements with private vocational training institutions, private postsecondary training institutions, employers, and other local education agencies when there is an absence of sufficient vocational education facilities or in which the vocational education programs do not adequately address the needs of the students. Vocational education services and activities for the youthful offender shall, to the extent practicable, include work-site programs with access to modern machinery and tools.

6. Guidance, counseling, and career development activities conducted by professionally trained counselors including counseling services designed to facilitate the transition from school to post-school employment and career opportunities as well as placement services.

7. Programs, services, and activities to eliminate sex bias and stereotyping.

TITLE III - GOALS AND OBJECTIVES

General Requirements

Funds available under Title III for this Part may be used to meet the needs identified under the purposes listed below. *Two of these purposes, identified by asterisks, have not been funded by the federal government and one, identified by the pound sign, is no longer funded.

Purposes

The purposes of this Part are listed below. Needs, goals and planned activities are presented for those special programs for which federal funding is available.

A. Community-Based Organizations
The conduct of outreach, transitional services, prevocational and basic skills development, special prevocational programs, career intern programs, assessments and guidance and counseling activities which are developed jointly by an eligible recipient and a community-based organization.

B. Consumer and Homemaking Education
The conduct of consumer and homemaking education programs including instructional programs, services, and activities that prepare youth and adults for the occupation of homemaking, and instruction in the areas of food and nutrition, consumer education, family living and parenthood education, child development and guidance, housing, home management (including resource management), and clothing and textiles.

C. Comprehensive Career Guidance and Counseling*
Programs organized and administered by certified counselors designed to improve, expand and extend career guidance and counseling programs. Previously, funds were not appropriated for this purpose.

D. Business-Labor-Education Training Partnerships*
Provide incentives for business and industry, labor and vocational education agencies to develop programs to train needed skilled workers in high technology areas. Previously, funds were not appropriated for the purpose.

E. Tech-Prep Education
Provide consortia-based planning and demonstration grants to develop and operate tech-prep education and foster strong, comprehensive links between secondary schools and postsecondary educational institutions.

F. Supplementary State Program Improvement Grant
Provide funding to local education agencies in economically depressed areas for facilities improvement, acquisition or leasing or other activities (e.g., curriculum development or teacher training) after equipment needs have been met.

COMMUNITY-BASED ORGANIZATIONS REQUIREMENTS (PART A)

Funds available for this Part shall be used to provide assistance to joint programs of eligible recipients and community-based organizations for the conduct of the following special vocational education services:

1. Outreach
   Services and subsequent entrance into vocational education, employment or other education and training.

2. Transitional Services
   Transitional services such as attitudinal and motivational prevocational training programs.

3. Prevocational/Basic Skills
   Cooperation with business concerns.

4. Special Prevocational
   Special prevocational preparation programs targeted to inner city youth, non-English speaking youth and the youth of other urban and rural areas having a high density of poverty and who need special prevocational education programs.

5. Career Intern Programs
   Career intern programs.

6. Assessment
   Assessment of students' needs in relation to vocational education and jobs.

7. Guidance and Counseling
   Guidance and counseling to assist students with occupational choices and with the selection of a vocational education program.

Each community-based organization which desires to receive assistance under this Part shall jointly prepare with the appropriate eligible recipient and submit an application to the Board or the Department at such time, in such manner and containing or accompanied by such information as the Board or the Department may require (see part IX, Fund Allocation Procedures, below). Each such application shall:

1. Contain an agreement between the community-based organization and the eligible recipients in the area to be served which includes the designation of fiscal agents established for the program.

2. Provide a description of the uses for which assistance is sought pursuant to 1 through 7 above along with evaluation criteria to be applied to the program.

3. Provide assurances that the community-based organization will give special consideration to the needs of severely economically and educationally disadvantaged youth ages 16 through 21 inclusive.

4. Provide assurances that business concerns will be involved as appropriate in the services and activities for which assistance is sought.

5. Describe the collaborative efforts with the eligible recipients and the manner in which the proposed services and activities will serve to enhance the enrollment of severely economically and educationally disadvantaged youth into vocational education programs.

6. Provide assurances that the programs conducted by the community-based organization will conform to the applicable standards of performance and measures of effectiveness required of vocational education programs in the state.

Definitions

"Community-based organization" means a private nonprofit organization of demonstrated effectiveness which is representative of communities or significant segments of communities and which provides job training services; or an organization of demonstrated effectiveness serving non-reservation Indians as well as tribal governments and Native Alaskan groups.

With the passage and signing of Wisconsin Act 93 (state budget bill), all school districts statewide may now contract/operate with CBO's. Therefore, this funding source is now available to all Carl Perkins participating school districts for Program Years 1995 and 1996. Funding priority will be given to the four school districts required to apply for additional state aid under Children At Risk state statute 118.153(2)(b)(1): Beloit, Kenosha, Milwaukee and Racine.

Need

Severely disadvantaged youth are under-represented in vocational education because of a lack of information, of opportunity and of a distrust of educational institutions based on experience. The usual methods for interesting students and potential students in vocational education opportunities do not motivate such youth to enroll. One way of recruiting disadvantaged youth is to enlist the aid of community-based organizations (CBO's) which can assist these youth in making the transition from a known environment (the CBO) to a relatively unknown one (the educational institution).

Goal

Provide the support services through or in conjunction with community-based organization (CBO's) that will successfully enroll severely disadvantaged youth in vocational education programs.

Planned Activities to Meet Goal

1. Outreach programs which facilitate persons entering transitional services program(s) which subsequently lead to entering vocational education, employment or other education and training programs.
2. Prevocational educational preparation and basic skills development programs in cooperation with business concerns.
3. Special prevocational preparation programs for inner city populations, non-English speaking persons, and persons in urban or rural high density poverty areas needing special prevocational education programs.
4. Transitional services such as attitudinal and motivational prevocational training programs.
5. Career intern programs.
6. Student needs assessment programs in relation to vocational education and jobs.
7. Guidance and counseling programs which assist students with occupational choices and selection of vocational education programs.

CONSUMER & HOMEMAKING EDUCATION REQUIREMENTS (PART B)

1. Funds available for this Part shall be used to pay up to 100 percent of the costs of consumer and homemaking programs. Programs may include:

   a. Instructional programs, services and activities that prepare youth and adults for the occupation of homemaking;

   b. Instruction in the areas of food and nutrition, consumer education, family living and parenthood education, child development and guidance, housing, home management (including resource management), and clothing and textiles.

2. Funds shall be used for the following purposes:

   a. Conduct programs in economically depressed areas. Not less than one-third of the funds available for this part shall be expended in economically depressed areas or areas with high rates of unemployment for programs designed to assist consumers and to help improve home environments and the quality of family life;

   b. Encourage participation of traditionally underserved populations;

   c. Encourage the elimination of sex bias and sex stereotyping;

   d. Improve, expand and update programs with an emphasis on those which specifically address needs described in a. through c. above;

   e. Address priorities and emerging concerns at the local, state and national levels.

3. Funds to meet the foregoing purposes may be used for program development and improvement of instruction and curricula relating to managing individual and family resources, making consumer choices, balancing work and family, improving responses to individual and family crises, strengthening parenting skills, assisting learners in special populations and minorities, improving nutrition, conserving limited resources, understanding the impact of new technology on life and work, applying consumer and homemaking education skills to jobs and careers, and other needs as determined by the state.

4. Funds may also be used for support services and activities designed to ensure the quality and effectiveness of programs, including demonstration of innovative and exemplary projects, community outreach to underserved populations, application of academic skills (such as reading, writing, mathematics and

science) through consumer and homemaking education programs, curriculum development, research, program evaluation, development of instructional materials, teacher education, upgrading of equipment, teacher supervision, and the activities of student organizations.

5. Funds shall be used to provide state administration and a full-time state administrator who has experience and educational preparation in home economics. The experience and information gained through carrying out programs assisted under this part will be shared with program administrators for the purpose of program planning. Not more than 6 percent of the funds available under this part may be used for state administration of projects, services, and activities under this part.

Assurances

Not less than one-third of the funds available for this part shall be expended in economically depressed areas or areas with high rates of unemployment for programs designed to assist consumers and to help improve home environments and the quality of family life.

Goals

Labor market information indicates the majority of both adult males and females fulfill both family and job responsibilities. As a part of a comprehensive vocational education program, all students should have available a quality consumer and homemaking education program which will assist both males and females to prepare for the combined role of family member, homemaker and wage earner. The family-focused program should give consideration to economic, social and cultural conditions, labor market information and the needs of the students.

Need

1. To educate all people and groups equally and without discrimination.

2. To develop education programs that continually and systematically respond to the trends and demands of the marketplace.

3. To amplify and expand the "whole person" concept of education.

4. To elevate and extend standards of excellence in classroom and laboratory instruction, supervised experiences and student organizations.

5. To provide leadership and cultivate strong partnerships in the total educational system and with business, industry and labor.

Objectives

1. To provide future-oriented consumer and homemaking program improvement and development which will assist secondary youth to develop competencies in state identified consumer and homemaking skills.
2. To provide for the development and improvement of consumer and homemaking instructional programs.
3. To provide programs for economically disadvantaged persons designed to assist them as consumers and to help improve home environments and the quality of family life.
4. To provide for the shared use of experience and information for the purpose of program planning.
5. To provide that at least one-third of the funds available in this part of the Act be expended in economically depressed areas or areas with high unemployment.
6. To provide for a full-time home economics state administrator.

Program Directions/Plan of Action

Funds shall be used for the following purposes:

1. Conduct programs in economically depressed areas. Not less than one-third of the funds available for this part shall be expended in economically depressed areas or areas with high rates of unemployment for programs designed to assist consumers and to help improve home environments and the quality of family life.
2. Encourage participation of traditionally underserved populations.
3. Encourage the elimination of sex bias and sex stereotyping.
4. Improve, expand and update programs with an emphasis on those which specifically address needs described in a. through c., above.
5. Address priorities and emerging concerns at the local, state and national levels.

Funds shall be used according to the federal purposes and requirements through the following plan of activities at the local and state levels:

1. Professional Development In-service - Regional

   Applications may be submitted on behalf of a minimum of 20 Family and Consumer Education teachers by a CESA or an LEA of sufficient size. Each application should designate on teacher-leader per 10 in-service participants. Since the ideal size for a planned in-service is 30-35 participants, some CESA's/regions may offer multiple meetings.

2. Statewide Leadership Activities

   Overall goals of these project applications could include technical assistance; development, implementation and coordination of staff development programs; evaluation and assessment activities; development, editing and printing of resource guides; and other statewide activities that related to the purposes and requirements of the Act.

3. Demonstration/Development Project

   Local or state demonstration/development project applications will be funded on a competitive basis according to how well the application addresses the funding criteria identified in the Act as referred to in the Purpose and Program Direction section of the Project Application Guidelines.

   Local and state projects that have potential for future impact or replication in many districts will have priority for funding.

SUPPLEMENTARY STATE GRANTS REQUIREMENTS (PART F)

All of the funds available for this part shall be used to provide assistance to local educational agencies or consortiums thereof in economically depressed areas of the State. The funds shall be used for program improvement activities, especially those involving the improvement of facilities and the acquisition or leasing of equipment. In addition, these funds may only be used to support programs that will receive assistance under other parts of the Act.

Initial funding was available beginning on October 1, 1992 for the 1992-93 fiscal year. Funds available under Part F may not be committed or expended prior to this date.

Only districts that received funds under Section 1006 of Chapter I of the Elementary and Secondary Education Act (ESEA) in the year in which the distribution of Part F funds is determined are eligible for an allocation. Since Congress did not reauthorize funding for this section of the Act, any unspent funds will be re-allocated to those eligible Chapter I districts who participated in the first year's program.

Assurances

The State Board and the Department of Public Instruction assure that:

A. The sole State agency required by the Act is the State agency responsible for the administration and supervision of activities carried out with assistance under this part.

WTCSB Procedures to Assure Compliance:

See below, B. State Certification, and D. Certification of Delegation, in Part XIV of this plan.

B. A process of consultation with the State council established under this Act was provided for.

DPI Procedures to Assure Compliance:

The Department presented the proposed amendment to the Wisconsin Council on Vocational Education on March 25, 1992. The Council made no comments on the amendment.

C. The funds available under this part shall be allocated according to the funding requirements noted above.

DPI Procedures to Assure Compliance:

Wisconsin has 59 school districts currently eligible for Chapter I, Section 1006 funds. From these schools, those that receive assistance under this Act will be notified of their eligibility and amount of funds they are eligible to receive under Part F. The amount of Part F funds an eligible recipient may receive shall equal, on a percentage basis, the percentage of Chapter I Concentration Grants it received in the year in which the determination of Part F funds is made.

D. Data concerning the use of funds and students served under this part will be collected annually by the Department of Public Instruction.

DPI Procedures to Assure Compliance:

Data concerning the use of funds and students served is collected annually from all school districts receiving funding under the Act. The submission of such data by a school district is a requirement for continued funding under the Act.

E. Information will be maintained and provided to the Secretary as the Secretary requires for purposes of financial audit and program evaluations.

DPI Procedures to Assure Compliance:

All public elementary and secondary school districts use the prescribed Wisconsin Elementary and Secondary School Accounting System (WESSAS), and are subject to annual financial audits. Program evaluations are conducted through the annual "Self Evaluation" process prescribed by federal law.

F. The Board and the Department will comply with the requirements of the Act governing this Part of the Act.

WTCSB and DPI Procedures to Assure Compliance:

See the preceding and following descriptions.

G. Proposed plan amendments will be made available for review by the State Job Training Coordinating Council.

DPI Procedures to Assure Compliance:

The Department presented the proposed amendment to the Wisconsin Jobs Council on February 11, 1992. The Council made no comment on the amendment.

Need

Multiple learning options, modern and sufficient equipment, and adequate facilities are necessary if students are to achieve excellence in their chosen endeavors as well as gain motivation for further education and training.

In addition, teachers must be technologically current and knowledgeable about new and emerging occupations and job skills, as well as the workplace attitudes desired by employers.

Goal

Provide supplementary program improvement funding to secondary local educational agencies which will assist them in removing barriers to success, and expanding opportunities for students in vocational education programs.

Planned Activities to Meet Goal

1. To improve vocational education programs through the purchase or leasing of equipment which will expand vocational education opportunities for secondary students.

2. To improve vocational education programs through the modification of facilities which will increase student access to and success in vocational education programs.

3. To improve vocational education programs through other activities such as curriculum development and teacher training. Such activities will be funded only after the needs for equipment and the modification of facilities have been met.

Formula Allocation to Secondary Schools

In order to implement the hold harmless provision for sex equity, single parents, and incarcerated, the monies for the formula allocation to secondary schools was reduced by the amount needed to fulfill this provision. Although this reduces the amount of monies available to secondary schools through the formula distribution method, these monies would still be awarded to secondary schools.

A description of the formula distribution to secondary schools is described below:

$$\frac{\text{Number of Chapter I dollars received by an LEA in the preceding FY}}{\text{Number of Chapter I dollars received by the State in the preceding FY}} \times \text{70\% of the DPI portion of monies available for LEA formula distribution}$$

$$\frac{\text{Number of EEN students with IEPs served by an LEA in the preceding FY}}{\text{Number of EEN students with IEPs served by LEAs in the State in the preceding FY}} \times \text{20\% of the DPI portion of monies available for LEA formula distribution}$$

$$\frac{\text{Number of students enrolled in an LEA in the preceding FY}}{\text{Number of students enrolled in LEAs in the State in the preceding fiscal year}} \times \text{10\% of the DPI portion of the monies available for LEA formula distribution}$$

IX. WTCSB/DPI TECH PREP PROVISIONS

The Wisconsin Department of Public Instruction and Wisconsin Technical College System Board have jointly developed this plan for the use of Title III, Part E, Tech Prep funds available to Wisconsin under the Perkins Act.

INTRODUCTION

Wisconsin must place more emphasis on helping all youth make a successful school-to-work transition. The William T. Grant Foundation Report, The Forgotten Half: Non-College Youth in America, Dr. Dale Parnell's book, The Neglected Majority, and the National Center on Education and the Economy's report, America's Choice: High Skills or Low Wages!, all document the need to break down the barriers between educational systems and the world of work by restructuring education to better prepare youth for employment, community and family roles in a global society. Consider the following:

- Approximately 50% of Wisconsin high school graduates enter a four-year college immediately after graduating. UW System reports only half complete a degree within ten years.

- 11-13% of Wisconsin high school graduates enter a technical college immediately after graduating.

- Wisconsin firms expect professional, technical and/or skilled positions to become increasingly difficult to fill as we approach the Year 2000.

Wisconsin youth need access to a full range of education-based, future-oriented life choice options. College prep, Tech Prep and work prep are three terms used to describe postsecondary choices students already make. Yet the curricular base for these options is not consistently available throughout the state. Therefore, kindergarten through twelfth grade districts and technical college administrators, teachers and counselors must work together to establish Tech Prep options which enable students to make the transition successfully to technical education or work.

Tech Prep is part of a broad educational restructuring movement whose primary concern is improving education to result in higher levels of technical and academic competence for all students.

DEFINITION

Tech Prep education programs consist of the two years of secondary school preceding graduation and two years of higher education, or an apprenticeship program of at least two years following secondary instruction, with a common core of required proficiency in mathematics, science, communications, and technologies designed to lead to an associate degree or certificate in a specific career field. Tech Prep implementation is defined as:

- cooperation between K-12 schools, technical colleges, universities, and the business, labor, and community to develop
- applied/integrated academic and technical curriculums which provide
- a coherent sequence of courses and experiences designed to provide high school graduates with a more technically oriented background leading toward
- the goal of successful transition from school to technical education.

STRATEGIC PLANNING FOR TECH PREP

For the past three years, Wisconsin's Tech Prep consortiums have implemented their 3-year strategic plans developed during the 1991-92 school year. The next two years represent the second plan period of Perkins II. For this reason, new 2-year strategic plans are required that identify each local consortium's goals for 1994-95 and 1995-96. Specific objectives for achieving the goals, quality components, strategies for achieving special population/minority success and gender equity, timeline, and budget are required for the 1994-95 portion of the plans.

As consortiums develop strategic plans and identify goals for 1994-96, three elements must be addressed. These include:

1. The definition of Tech Prep and the four implementation points listed above.
2. The Seven Essential Elements of Tech Prep described below.
3. The Quality Components for Tech Prep derived from the federal legislation as adapted to Wisconsin, see below.

The following recommendations are provided to help guide consortiums through this process:

- Evaluate the progress made to date on the goals, objectives and activities which were the focus of the prior 3-year plan; identify areas of need that were not addressed adequately during this period.

- Conduct a needs assessment of high schools and the technical college in the consortium to determine the status of Tech Prep implementation and future needs based on the activities prescribed in the "Seven Essential Elements for Tech Prep."

- Determine project goals based on progress to date, consortium needs and directions within each of the "Seven Essential Elements of Tech Prep" and Wisconsin's Quality Components for Tech Prep.

- Develop a two-year strategic plan for achieving goals based on the federal definition of Tech Prep, the Seven Essential Elements of Tech Prep and Wisconsin's Quality Components for Tech Prep

These elements are to form the basis of each local Consortium's 1994-96 strategic plan for Tech Prep Title IIIE and drive all local activities funded through the federal Carl Perkins legislation.

FUNDING

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990, P.L. 101-392, Title III, Part E, authorized federal funding for developing and implementing Tech Prep Education Programs. Approximately $2.1 million is expected to be available to Wisconsin for use in each of the program years 1994-95 and 1995-96.

Of this amount, $1.6 million has been reserved for projects by local consortiums while the remaining funds will be used for statewide coordination, dissemination, professional development and administration.

Each consortium is eligible to receive a basic development and implementation grant of $70,000. In addition, a total of $480,000 is available for awards to the Consortiums for joint staff development activities; see the Grant Allocation Chart, below. Budgets will be reimbursed at 100 percent of expenditures.

Since the inception of separate Tech Prep funding, Wisconsin's joint state agency policy was to establish Tech Prep education programs throughout the state. Given this goal, the following funding system was established to promote statewide establishment of tech prep programs. This funding system also provides for the equitable distribution of funds between the state's urban and rural areas as called for by the Act.

Part I. Each technical college district, as the fiscal agent for its tech prep consortium, annually receives a uniform development and implementation allocation to establish consistent statewide implementation capacity.

Part II. A separate amount of funds dedicated to joint staff development activities is annually allocated to the consortia according to the following formula: Fifty percent of the funds are allocated to each consortium based on its proportion of the state's 10th grade students and the remaining fifty percent is allocated based on each consortium's proportion of the state's high school districts.

This combination of students and districts provides equitable funding for consortia containing the small number of high schools with large student populations (i.e., urban areas) and for the consortia with large numbers of high schools with small student bodies (i.e., rural areas).

CONSORTIUMS

For the purposes of allocating Title IIIE Tech Prep funds to local applicants, a Consortium is defined as consisting of one Technical College District and the secondary school districts within its boundaries.

PLANNED ACTIVITIES

Title IIIE of the Carl D. Perkins Vocational and Applied Technology Education Act of 1990 sets aside funds for the development of Tech Prep. The funds are to be used for the purposes prescribed in the following seven elements. The consortiums are to address each of the elements in their applications.

The Seven Essential Elements Of Tech Prep

1. Articulation Agreements

Each grant recipient shall use amounts provided under the grant to develop and operate a 4-year Tech Prep education program. Any such program shall be carried out under an articulation agreement between the participants in the consortium. The term "articulation agreement" means a commitment to a program designed to provide students with a non-duplicative sequence of progressive achievement leading to competencies in a Tech Prep education program.

Discussion:

Articulation is the alignment of curriculum 11-14. It is a coordinated linkage of educational systems within the state to help students make a smooth transition from one level to another.

Characteristics of effective articulation:

- As a process....it is the coordination of policies and practices between educational systems to produce a smooth flow of students from one to another;
- As an attitude....it is the willingness of educators in all sectors to jointly promote and enhance the development of student centered programs, and;
- As a goal....it is the creation of an educational system without artificial divisions, so that a student's whole educational experience becomes one unbroken flow, varying in speed for each individual, and eliminating loss of credit transfer, delays and unnecessary duplication of learning. (Taken from the Advising Handbook for Technical Careers developed by Madison Area Technical College /K-12 Public School District Tech Prep Consortium, Madison, WI.)

2. Appropriate Structure

Tech Prep consists of the two years of secondary school preceding graduation and two years of higher education, or an apprenticeship program of at least two years following secondary instruction, with a common core of required proficiency in mathematics, science, communications, and technologies designed to lead to an associate degree or certificate in a specific career field.

Discussion:

Curriculum mapping has taken place in many school districts throughout the State. Consortium members believe that if students have a better idea of education requirements, they will take the appropriate courses to prepare themselves and the number of students requiring academic remediation will decrease. Consequently, curriculum maps are being developed between technical colleges and high schools to show students which courses they should take in high school to prepare for technical college programs. In addition, career majors will be developed by restructuring the coherent sequence of courses identified in Tech Prep curriculum maps. Majors will include a work-based learning component linked to industry standards and will prepare students for employment in broad occupational clusters or industry sectors. (Taken from the Advising Handbook for Technical Careers developed by Madison Area Technical College/K-12 Public School District Tech Prep Consortium, Madison, WI.)

3. Curriculum Development

Curriculum development includes the development of Tech Prep education program curricula appropriate to the needs of the consortium participants. The term "Tech Prep education program" means a combined secondary and postsecondary program which:

a. leads to an associate degree or two year certificate;
b. provides technical preparation in at least one field of engineering technology, applied science, mechanical, industrial, or practical art or trade, or agriculture, health, or business.
c. builds student competence in mathematics, science, and communications (including applied academics) through a sequential course of study; and
d. leads to placement in employment.

The new teaching-learning paradigm that underlies Tech Prep embraces the notion that all students can achieve higher levels of competence than was formerly thought possible in almost any area they choose. However, to achieve higher levels requires changes in teacher behaviors from dispensers of knowledge and grades to facilitators of successful learning experiences for all students. In addition, academic subject matter must be examined and updated to ensure that all content has abundant application to the real world. Integration between disciplines must occur so that students are better able to make intellectual connections between what they learn in various courses. Vocational courses also require revision and expansion to provide more opportunities for students to become aware of the variety of technical courses and choices which are available to them. Additionally, vocational courses need to require and reinforce academic competencies.

Discussion:

Tech Prep requires that curriculum be integrated and applied. Some areas to consider when developing curriculum are:

- Reorganizing the curriculum by themes and concepts, across disciplines and grade levels;
- Engaging students more actively in learning;
- Encouraging students to apply their knowledge to real-life situations;
- Promoting cooperative learning among students and faculty alike and;

- Promoting curriculum development that allows students to use a variety of learning styles not immediately evident in traditional education. (Taken from the Advising Handbook for Technical Careers developed by Madison Area Technical College/K-12 Public School District Tech Prep Consortium, Madison, WI.)

4. Joint In-Service Training for Teachers:

Joint in-service training for teachers includes training that:

a. is designed to train teachers to effectively implement Tech Prep education curricula;
b. provides for joint training for teachers from all participants in the consortium; and
c. may provide such training in weekend, evening, and summer sessions, institutes or workshops.

Discussion:

Faculty will need extensive staff development opportunities to facilitate Tech Prep. Attention should be given to connecting consortium-wide staff development activities with the state Tech Prep and School-To-Work Initiatives. Staff, administration, students, parents, and the community should be receiving the same message. Learning to teach and evaluate student achievement in a performance-based environment conducive to higher order thinking skills is a substantial challenge. Some examples of staff development activities are:

- Willard Daggett "Preparing Students For The '90's And Beyond."
- Gene Bottoms "Making High Schools That Work."
- Rita Dunn "Learning Styles."
- John Fortier and James Moser "Targets and Tasks."

5. Counselor Training

Counselor training includes training programs for counselors designed to enable counselors to more effectively:

a. recruit students for Tech Prep education programs;
b. ensure that such students successfully complete such programs; and
c. ensure that such students are placed in appropriate employment.

Discussion:

Counselors as well as teachers are a critical link to students' future career planning. It is imperative that counselors and teachers have up-to-date career information. A successful school-to-work transition depends on a comprehensive developmental guidance model that recognizes all students pass through specific stages as they mature. What happens or fails to happen at each developmental stage affects the individual's attitude toward learning, attainment of career goals, and feelings regarding self, society, family, and career. Awareness of careers begins in the elementary years, and continues throughout the student's educational experience. Students need exposure to multiple opportunities for career exploration, like job shadowing, cooperative experiences and mentoring, as their education progresses. In addition, for good career planning they need opportunities to self-assess their interests and abilities.

6. Equal Access For Special Populations

Tech Prep programs must provide equal access to the full range of Tech Prep education programs to individuals who are members of special populations, including the development of Tech Prep education program and services appropriate to the needs of these individuals so that these individuals have an opportunity to enter Tech Prep education that is equal to the opportunity afforded to the general student population.

7. Preparatory Services

Tech Prep programs must provide for preparatory services which assist all populations to participate in Tech Prep education programs. The term "preparatory services" means services, programs, or activities designed to assist individuals who are not enrolled in vocational education programs in the selection of, or preparation for participation in, an appropriate vocational education or training program such as:

a. services, programs, or activities related to outreach or recruitment of potential vocational education students;
b. career counseling and personal counseling;
c. vocational assessment and testing; and
d. other appropriate services, programs, or activities.

WISCONSIN'S QUALITY COMPONENTS FOR TECH PREP

How can counseling and academic and occupational curricula be optimally combined? How does a school know whether a Tech Prep effort is successful? While Tech Prep implementation differs from one school to another, state and local Tech Prep leaders in Wisconsin have identified eight quality components of a successful Tech Prep program. These components represent the statewide directions for Tech Prep and serve as a guide to local districts, technical colleges and Tech Prep consortiums as they develop their goals and activities.

Five of the quality components are student-based and three are school-based. These Quality Components are derived from the Seven Essential Elements of Tech Prep prescribed in federal legislation and incorporates concepts from other educational initiatives, such as research on effective and restructured schools, learning style/teaching style practices and the Southern Regional Education Board's key conditions and practices for accelerating student achievement.

Student-Based Indicators

a. Students demonstrate higher levels of achievement in math, science and communications and increased technical competence.
b. Students have written plans throughout high school with career goals and strategies to achieve them and leave high school with plans for education and work.
c. Students experience learning activities appropriate to their individual learning style and motivation and based on authentic life and work tasks.
d. Students experience an educational and social environment that values, nurtures and rewards technical knowledge and skills.
e. Students experience and succeed in an uninterrupted continuum of learning and experiences that complement their career plans.

School-Based Indicators

f. Curriculum content and delivery is applied and integrated (i.e., focuses on authentic tasks).
g. Partnerships exist between K-12 schools, technical colleges, 4-year colleges and universities, business, labor, parents and the community.
h. Strategic planning and evaluation mechanisms exist within and between each high school, the technical college and the local Tech Prep consortium.

GRANT ALLOCATION CHART

Technical College	Basic Grant	Estimated Formula*	Total Allocation
Blackhawk	$70,000	$16,800	$86,800
Chippewa Valley	70,000	34,440	104,440
Fox Valley	70,000	36,240	106,240
Gateway	70,000	27,360	97,369
Lakeshore	70,000	18,360	88,360
Madison	70,000	51,120	121,120
Mid-State	70,000	15,600	85,600
Milwaukee	70,000	56,880	126,880
Moraine Park	70,000	27,840	97,840
Nicolet Area	70,000	10,320	80,320
Northcentral	70,000	26,880	96,880
Northeast	70,000	37,680	107,680
Southwest	70,000	25,870	97,870
Waukesha	70,000	24,240	97,240
Western	70,000	26,880	96,880
WI Indianhead	70,000	43,440	113,440
TOTAL	$1,120,000	$480,000	$1,600,000

* Formula Allocation funds are to be used exclusively for joint staff development activities and must address the required activities relative to staff development.

Formula Allocation amounts are determined on the basis of numbers of 10th grade students enrolled in high schools within the WTCS district and numbers of secondary schools within the WTCS district.

Taken together these procedures provide for an equitable distribution of funds between urban and rural consortium participants.

Project Approval Criteria

Only applications which demonstrate all of the following will receive funding approval:

1. The capability of the consortium to create effective tech prep education programs which include the seven essential elements prescribed by Sec. 344(b) of Title IIIE;
2. Provide for effective employment placement activities or transfer of students to four-year baccalaureate degree programs;
3. Are developed in consultation with business, industry, labor unions, and institutions of higher education that award baccalaureate degrees;
4. Address effectively the issues of dropout prevention and re-entry and the needs of minority youth of limited English proficiency, youth with disabilities and disadvantaged youth;
5. How the consortia meets the requirements of this Tech Prep program; and
6. How activities under this program will be coordinated with other tech prep education programs, services, and activities provided under this State plan.

X. WTCSB ASSESSMENT OF NEEDS

Perkins Act Sections 113 and 116 Assessment Criteria Factors

This part of the plan provides a description of the objective measures used to determine the current performance of the WTCS districts relative to the assessment factors contained in the Act. The programs and services available through the WTCS districts are subject to continuing assessment in terms of the labor market and student needs they are designed to meet and how well they are meeting those needs.

The descriptions which follow are drawn from the results of this continuing evaluation at a single point in time. They are not complete and detailed accounts of what is known about the status of postsecondary and adult vocational-technical education in Wisconsin in relation to the factors listed in the Act but are, rather, indicative of that status. Moreover, they provide the depth of understanding necessary to understand why the State Board plans to use the funds available to it under the Act in the way it does.

In A., Assessment, the eleven assessment factors listed in the Act are presented along with a description of the objective measure or measures used to assess each of them and a description of findings for each of the factors. The assessment segment is followed by B., Analysis, which presents the three related analyses required by the Act.

A. ASSESSMENT

1. Integration of academic and vocational education.

Measure: Number of courses providing credit towards graduation from a program in which both general academic and occupational instruction is included as a percent of the total number of such courses, and a complete review of program curricula.

Discussion: State Board policy requires that all programs offered by the WTCS districts shall be approved by the Board and shall be developed according to the provisions established by the Board. State Board Administrative Bulletin AB 94-01 contains the credit requirements that programs must meet in order to qualify for approval by the Board. All occupational programs (only three of the sixteen districts are approved to offer a College Parallel program) lead to an Associate of Applied Science or Applied Arts degree, a Vocational Diploma, or a Vocational Certificate.

The provisions governing program approval require the integration of academic and vocational subjects according to the following criteria:

Associate Degree:

Occupational Specific courses:	32 Credits Minimum
Occupational Supportive courses:	11 Credits Minimum
General Education courses:	15 Credits Minimum
Elective courses:	6 Credits Minimum

Vocational Diploma:

Vocational Diploma programs may be of short term (less than one year), one year, or two years in length. The length of a diploma program depends upon the requirements of the occupation for which the program is providing entry level (and sometimes advanced) job skills. Academic subject matter is integrated into a specific program to the extent required by the occupation; generally, the short term programs do not require more than the ability to read, write, compute, and etc. at the level expected of a high school graduate. On the other hand, one- and two-year programs generally provide advanced academic skills as required by the target occupation or occupational area.

Occupational Specific courses:	70 to 100 percent of Courses
Occupational Support/General Education courses:	30 percent of Courses Maximum

Occupational Specific, Occupational Supportive, and General Education courses are defined as follows:

Occupational Specific Core courses are those program courses which contain instruction directly related to a specific occupational area and reflect the entry level function of the target job(s).

Occupational Supportive courses are those program courses which support or form the foundation for the occupational content of the program. These course may be drawn from natural science, mathematics, social and behavioral science, communicative skills, and other disciplines. Course which are occupational specific in one program may be occupational supportive in another.

General Education courses are those program courses which relate to the effective functioning of the individual in both occupational and community settings. These courses shall be drawn from communicative skill, behavioral and social sciences.

There is a difference between academic skills per se and academic skills required for work. At the postsecondary level, a course in history or English literature may be required for an Associate or Bachelor's degree while the occupation that a student plans to enter does not require expertise or even a passing acquaintance with either of these subjects. This is true if the student plans to become a doctor, an office assistant, a lawyer or a sheet metal worker. In all of these occupations, however, a certain level of mathematical competence is required as is competence in other "academic" areas.

Part of the measure indicated at the beginning of this section was designed to reveal to what extent academic competencies in the sense of not occupationally relevant are integrated with occupational subject matter. To arrive at this number, a count was made of all occupational supportive program courses. All of these courses which were strictly academic in content were subtracted from the total, the remainder being those which integrate academic and occupational subject matter.

Findings: The curricular review referred to at the beginning of this section found that all academic subject matter necessary for employment was provided in integrated courses in either Occupational Specific Core Courses or in Occupational Supportive Courses. For example, the Associate Degree Marketing program contains a course on retailing which provides, among other skills, the mathematical competencies necessary for pricing products, and calculating mark-ups and discounts. On the other hand, machine tool programs generally provide the required mathematical competencies in Occupational Supportive courses which use examples from the machine trades in order to teach the skills.

Moreover, an additional 12.1 percent of the program courses (1,386) provide general academic instruction that is not particularly necessary for employment in the occupation a student is preparing to enter, but which is provided in an occupational context. An example of this type of course is the introductory marketing course which locates the target occupation within a functional theory of marketing organizations.

2. Sequential courses of study leading to both academic and occupational competencies.

Measure: The percentage of programs which provides academic and occupational competencies in a sequence of courses, and a complete review of program curricula.

Discussion: In the background and discussion of the preceding factor on the integration of subject matter, the emphasis was on individual courses. For this factor, the emphasis is on the programs which are comprised of those courses. Essentially, this measure determines the extent to which academic subject matter in either the occupationally required or the narrow sense of not being necessary for employment is provided in courses in occupational programs. While the districts suggest an order in which these courses should be taken, there is generally nothing which prevents students from taking the required courses in the sequences most convenient for them.

Findings: One-hundred percent of Associate Degree programs contain general academic courses which alternate with occupational courses. Of the 464 Short-Term and One- and Two-Year Diploma programs approved for operation in the State, 71.7 percent (333) provide academic and occupational competencies in a sequence of courses. The curricular review confirms the common sense view that Short-Term programs are less likely to require academic training that is not specifically necessary for employment than are one and two year programs.

3. Increased student work skill attainment and job placement

Measure: Number of graduates who become employed, and the number of graduates who become employed in an occupation related to their training. Number of employed graduates who are rated by their employers as possessing average or above technical skills.

Discussion: This is essentially a two-part factor which requires knowing how many graduates become employed and how well they have mastered the requisite job skills.

Annually, the WTCS districts conduct an follow-up of all graduates approximately six-months after graduation. The primary objectives of the survey are to identify the current status of graduates of WTCS programs; to determine the extent to which this status is related to the graduates' educational programs; to provide information useful in career awareness and planning efforts for those making or assisting in career decisions; and to provide data to facilitate program planning, evaluation and improvement.

A standard set of questions is asked of the graduates, and the responses to these questions are submitted to the State Board for compilation and analysis. Over the past five years, the response rate of graduates of occupational programs has averaged 85 percent with a low of 80 percent and two years at a high of 88 percent.

While it would be logical to assume that employers do not hire persons who do not have the skills necessary to perform on the job, this is not necessarily the case and therefore the mere fact of obtaining employment, placement, cannot be used as the primary measure of work skill attainment. In assessing this part of the factor, the Board relied upon the judgment of the employer. Employers are in a unique position to assess the effectiveness of vocational-technical education in preparing people for employment and, in the education for employment equation, are the most important arbiters of job skill attainment.

The WTCS districts conduct a survey of employers of WTCS graduates once every four years. At one time, employer surveys were conducted more frequently, but the results changed so little from year to year that it was decided to conduct them less frequently. A standard set of questions are posed and the responses to these questions are submitted to the State Board for compilation and analysis. The latest survey for which results are available was conducted in 1998-89. A total of 3,072 employers out of the 3,844 surveyed returned their questionnaires for an 80 percent response rate.

Findings: Placement. Over the five year period 1987-88 through 1991-92, the WTCS districts graduated 72,640 individuals from occupational programs. Of the 57,185 (85 percent) who responded to the six-month follow-up, 92.2 percent were in the labor force. Of those in the labor force, 92.2 percent were employed; and of the employed, 84.2 percent were employed in an occupation related to their program of study.

Work Skill Attainment. The 1988-89 Employer Satisfaction Survey findings show that 80 percent of employers of WTCS graduates rate their technical knowledge as Good or Excellent, 19 percent rated graduate technical knowledge as Average, 2 percent rated it as poor, and none rated it as Very Poor. Employers found graduates to possess Good or Excellent skills at the following rates: Eighty-one percent in use of equipment; 68 percent in communication skills; 72 percent in their ability to apply knowledge; 66 percent in their ability to solve problems; and 80 percent were rated Good or Excellent for the quality of their work. Overall, employers rated almost two out of every three WTCS graduates as better prepared than other employees, and 77 percent said that the WTCS background of the graduates they employed influenced their decision to hire them.

4. Increased linkages between secondary and postsecondary vocational education institutions.

Measure: There is no relevant measure of "increased" linkages between secondary and postsecondary institutions. Since their inception, the WTCS districts have been linked with the secondary institutions that lie within their boundaries. What does change over time is the nature of these linkages.
Discussion: The WTCS system is charged by state statute with coordinating and cooperating with secondary schools to facilitate the transition of secondary school students into postsecondary vocational-technical education through curriculum articulation and collaboration. A second charge is to contract with secondary schools for the provision of educational opportunities for high school students in order to enhance their potential for benefiting from postsecondary education and for obtaining employment. Most recently, the linkages have been characterized by the attention being given to secondary to postsecondary transition in general, and Youth Apprenticeship and Tech-Prep in particular.

Findings: Reference is made to this section in DPI's Assessment of Needs and Results, above.

5. Instruction and experience, to the extent practicable, in all aspects of the industry the students are preparing to enter.

Measure: The extent to which program curricula provide for instruction and experience in all aspects of the industry the students are preparing to enter.

Discussion: "All aspects of the industry" is defined by the Act as including the areas of planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues; and health, safety, and environmental issues.

Many of the programs offered by the WTCS districts are not related to any specific industry, obvious examples being the secretarial and related programs and computer programs which prepare persons for employment in almost all industries. Somewhat less obviously, programs like Fluid Power or Electronics provide for employment in a range of industries with different goals, organizational structures and practices. Programs like these which have no corresponding or closely related industries are not susceptible, for the most part, to the analysis required by this factor.

In assessing this factor, the curricula of all programs approved for operation in the State for Fall, 1993, were analyzed to determine how many of them provided for experience and training in all aspects to the industry as defined by the Act. If a program was approved for operation by more than one district, a curriculum from one of the districts was randomly selected for review.

In addition to the required areas, the curricula were reviewed in two additional areas; did they provide instruction on the role of the target occupation in the target industry and did they provide an overview of the industry itself. These areas were added for analysis because a curriculum that did not provide instruction in the areas of planning, management and finance often provided coverage of a more general nature.

Findings: Of the 326 occupational programs approved for operation in the State for Fall, 1993, the WTCS districts were offering 292 of them (90 percent). Thirty-three percent (95) of the programs required some type of occupational experience for graduation (and 18 additional programs offered occupational experience as an elective course).

Thirty percent of the programs provided an overview of the occupation in relation to its role in the industry, 24 percent provided an overview of the industry itself while 27 percent provided information on planning; 29 percent, on management; and 29 percent, on finances. All programs provided technical and production skills while thirty-nine percent provided instruction in the principles of technology underlying these skills.

Programs were considered to have dealt with the other areas required to be assessed if they provided for instruction or training beyond that required for employment in the target occupations. For example, students in medical secretarial and clerical programs are required to take CPR training. Labor and community issues were each dealt with by 7 percent of the programs while health and safety issues were dealt with, respectively, in 13 and 20 percent of the curricula. Material dealing with environmental issues is provided by 2 percent of the programs.

6. The ability of the eligible recipients to meet the needs of special populations with respect to vocational education.

Measure: WTCS services available for persons with special needs. Percent of persons with special needs in the general population compared to the percent of persons with special needs in the WTCS districts' student population.

Discussion: There are no good statistics to measure the extent to which the WTCS districts are meeting the needs of special populations. This is because there are no numbers on the incidence of persons with special needs in the general population comparable to those available on students with special needs. Either the definitions differ, the coverage differs, or numbers for the general population simply do not exist; e.g., it is not known how many persons in the general population have educational shortcomings.

As a consequence, this assessment of services for persons with special needs is based on figures which indicate the scope of the needs and the adequacy of the WTCS districts response.

Findings: The following services are provided by all WTCS district for persons with special needs:

Career Counseling and Assessment
Registration Assistance
Personal Counseling
Study Skills Center
Financial Aids Assistance (with a single application form for local scholarships;
    and State and Federal grants, loans and work-study)
Tutoring (Bi-lingual as necessary)
Telecommunications Devices for the Deaf (TDD)
Affirmative Action
Coordinator of Services for Special Populations
Remedial/Basic Skills Instruction
English as a Second Language (ESL) Instruction
Transition Services

In addition, all of the WTCS districts hold faculty in-services on persons with special needs.

According to the 1990 U.S. Census, Wisconsin was home to the following numbers and percentages of persons with special needs, and the WTCS districts served the following numbers and percentages of persons with special needs in 1991-92:

> 1990 Non-Institutionalized population age 16-64 with a work disability: 223,565 which was 7.3 percent of the total non-institutionalized population in 1990.
>
> 1991-92 persons with disabilities served by the WTCS districts: 8,223 (1.2 percent of postsecondary and adult occupational and basic skills/remedial enrollment).
>
> 1990 Non-Institutionalized population age 16 and over with incomes below poverty: 508,545 which was 13.6 percent of the total non-institutionalized population in 1990.
>
> 1991-92 economically disadvantaged persons served by the WTCS districts: 34,818 (7.2 percent of postsecondary and adult occupational and basic skills/remedial enrollment).
>
> 1990 population age 16 and over without a high school diploma or equivalent and also not in school: 724,713 which was 19.4 percent of the total population age 16 and over in 1990.
>
> 1991-92 academically disadvantaged persons served by the WTCS districts: 55,458 (12.8 percent of postsecondary and adult occupational and basic skills/remedial enrollment).
>
> 1990 population age 18 and over who speak a language other than English at home and also do not speak English well: 74,003 which was 2.1 percent of the total population age 18 and over in 1990.
>
> 1991-92 limited English proficient persons served by the WTCS districts: 6,096 (1.4 percent of postsecondary and adult occupational and basic skills/remedial enrollment).
>
> 1990 population of potential displaced homemakers age 18-64: 94,900 which was 3.2 percent of the total population age 18-64 in 1990.
>
> 1992-93 single parents, displaced homemakers and single pregnant women served by the WTCS districts: 12,705 (2.8 percent of postsecondary and adult occupational and basic skills/remedial enrollment).

7. **Raising the quality of vocational education programs in schools with high concentrations of poor and low achieving students.**

Measure: The number of programs offered by WTCS districts with high concentrations of poor and low achieving students that are of a lesser quality than programs offered in the other districts.

Discussion: The State Board requires that all programs offered by the WTCS districts be approved by the Board and be developed according to the provisions established by the Board. The Wisconsin WTCS Educational Services Policies & Procedures Manual contains the requirements and procedures for program development, implementation, supervision and evaluation as prescribed by §38.001, Wis. Statues. The Board also approves the individual courses offered in approved programs and in other types of WTCS district activities; e.g., Adult and Continuing Education.

The maintenance of program quality is primarily a function of the evaluation process at the State and local levels. The evaluations include both measurement and interpretation. Results are integrated into the decision making process in order to develop and maintain the quality of the programs so that they meet individual, employer and societal needs and standards.

Findings: All WTCS districts offer programs of uniform quality, and there is no evidence that programs offered by districts that serve relatively more poor and low achieving students are of a lesser quality than programs offered by the other districts.

8. **The relevance of programs to the workplace and to the occupations for which students are to be trained, and the extent to which such programs reflect a realistic assessment of current and future labor marker needs, including those in areas of emerging technologies.**

Measures: The number of new programs approved for operation by the WTCS districts, the number of approved program modifications and the number of discontinued programs. Percent of graduates employed in an occupation related to their program of study and results of employer follow-up.

Discussion: The State Board requires that all programs offered by the WTCS districts be approved by the Board and be developed according to the provisions established by the Board. The program development process requires a district requesting approval to offer a program to conduct a survey of local need for graduates of the proposed program. This survey must document a future as well as current need for graduates.

After a program has been approved for operation, its continued relevance to the workplace is determined by the evaluation process, and student and employer follow-up surveys. The evaluation process has three phases and includes both measurement and interpretation:

> Phase I: In Phase I, all full-time occupational programs, one year or more in length, are monitored each year in every WTCS district on key operational indicators such as enrollment level, retention, and placement of program graduates. Each program is rated on the indicators; and, based on the ratings, the district identifies those programs which will be evaluated in-depth. While the State Board requires only a "review by exception" policy, most of the districts evaluate all of their programs in-depth according to a five year schedule. All new programs, whether new to a district or also to the State, must be comprehensively evaluated after the second year in which students have graduated from the program.
>
> Phase II: In Phase II, an on-site, comprehensive evaluation is conducted that covers eight aspects of a program: 1) student demographics, recruitment, retention, graduation, and placement; 2) curriculum content and delivery; 3) qualifications, certification, and continuing professional development of instructors; 4) counseling and support services such as job placement and financial aids; 5) student organizations; 6) impact of the program's advisory committee; 7) facilities, equipment, and resources; and 8) equity and access. The level of institutional support for the program, and expected changes in the target occupation or occupations' technology and required skills are two other major factors which typically influence the course of the evaluation and the focus of the evaluation team. Upon completion of the on-site review, the team develops a report of its findings including, as necessary, recommendations for improving the program.
>
> Phase III: In Phase III, the district develops an action plan to respond to any recommendations made by the review team. The plan identifies the action that is to be taken, the person responsible for seeing that it is accomplished, and an expected date of completion.

The evaluation process also involve the State and local advisory committees. Each district has published policies, criteria and procedures for establishing and maintaining active occupational program advisory committees for all approved programs. (Ad hoc committee are required to be involved in the development of all new programs.) Committee membership reflects the target jobs of the programs. The committees serve to keep programs technologically current and responsive to the needs of the workforce. In any given year, approximately 10,000 individuals will be serving on one or more of these committees at the local level.

The district evaluation processes are integrated into their organizational and management structures, and specifically in their planning and decision-making processes, to ensure that findings and recommendations are used to improve, modify, or discontinue programs.

In addition to the foregoing, districts are required to obtain State Board approval before modifying a program. Program modifications are those changes which alter a program from the one currently approved by the Board. Specifically, approval is required if a district wishes to change a program title, competencies, goals/objectives, or if courses are to be replaced with different ones. The district applications for program modification must describe the reasons for the change; e.g., advisory committee actions or occupational trends.

Findings: During the 1990-91 and 1991-92 school years, the State Board approved title changes for 181 individual programs. Title changes are made when a current title no longer reflects the target occupations, when a modification is made to a program so that the title no longer accurately reflects its emphasis or when it is felt that the current title does not accurately reflect either the target jobs or program emphasis.

In this same two year period, 192 curriculum modification requests were approved by the Board, 25 programs were suspended by districts while they evaluated their viability, and 55 programs were discontinued.

See also the Findings under section 3, above, on the results of the student and employer follow-ups.

9. The ability of the vocational curriculum, equipment, and instructional materials to meet the demands of the workforce.

Measures: Reference is made to the measures discussed in relation to the preceding factor. Specific findings of the evaluation process (see description in the preceding section) relating to curricula, equipment and instructional materials are presented here.

Discussion: The ability of the WTCS districts to meet the demands of the workforce in terms of occupationally relevant curriculum, equipment and instructional materials has been documented in the preceding descriptions of how the State Board and the districts develop and maintain the quality of the programs.

The program approval process ensures that new programs have the requisite curricula, equipment and instructional materials necessary to provide students with the knowledge and skills required for employment. The Board and district evaluation processes ensure the currency of programs in terms of the three cited factors along with the work of the State and local advisory committees, and accrediting and licensing organizations.

Findings: During the 1990-91 and 1991-92 school years, the State Board approved title changes for 181 individual programs to more accurately reflect their training content and targeted occupations. One-hundred and ninety-two curriculum modification requests were approved by the Board, 25 programs were suspended by districts while they evaluated their viability, and 55 programs were discontinued.

During these same years, 290 district programs were scheduled for a Phase II, In-Depth, evaluation, 13 of which were deferred to a another year.

One-hundred and thirty-one of these evaluations produced recommendations that modifications be made in a program's curriculum. The findings ranged from recommendations that individual courses be broadened or modified to recommendations that an entire curriculum needed to be revised (6 programs). The majority of curriculum recommendations indicated that one or several courses in a programs needed to be revised because of changes taking place in the target occupation or occupations.

Twenty-four of the evaluations resulted in recommendations upgrade or add equipment, or to increase the number of units. Only one of these evaluations suggested that the current equipment was seriously deficient in quality.

Twenty-six of the evaluations found deficiencies in the instructional materials used, and recommended their correction. The majority of the recommendations dealt with needed reference materials or computer software.

See also the Findings under section 3, above, on the results of the student and employer follow-ups.

10. Basic and higher order current and future workplace competencies which will reflect the hiring needs of employers.

Measure: Reference is made to the description of the assessment made under item 8, above.

Discussion: The criteria and objective measures used to assess the quality of WTCS district programs in terms of basic and higher order competencies are same the ones described in section 8, above, in relation to assessing the relevance of programs to the workplace and to the current and future needs of the labor market.

Findings: Reference is made to the results described under section 8, above, and also to the results of the employer satisfaction survey described in the results under section 3, above.

11. The capability of vocational education programs to meet the needs of individuals who are members of special populations.

Measures: See section 6., above.

Discussion: The WTCS district offer a variety of services designed to enable members of special populations to enroll and succeed in postsecondary vocational-technical education programs. These services are described in the findings under section 6., above.

B. ANALYSIS

1. The relative academic, occupational, training, and retraining needs of secondary, adult, and postsecondary students.

In January of 1990, the governor established a Commission for a Quality Workforce. Its charge was to develop strategies to ensure that employers in Wisconsin would enter the twenty-first century with the workforce needed to compete in the world marketplace.

The Commission was composed of representatives of business and industry, labor, the legislature, the vocational/technical system and related state and local agencies. Based upon its findings, the Commission made ten recommendations which serve as the basic structure for planning for vocational-technical education in Wisconsin. These recommendations, of equal importance in the view of the Commission, are:

- More Wisconsin employers must adopt new technology and methods of organizing work. To support this effort, technical colleges must facilitate employer leadership and participation in worker training and retraining.

- Technical colleges must upgrade occupational education to meet the growing needs of employers.

- Wisconsin's employers and workers, in partnership with the technical colleges, must reskill the existing workforce for a more competitive economy.

- Technical colleges must work with business and industry across the state to improve access to training.

- Wisconsin's system to public education must adopt outcome-oriented, competency-based educational objectives throughout the primary and secondary grades.

- Educators, the business community, and state policy makers must establish attainment of Certificate of Initial Mastery as a prerequisite for eligibility for employment or training opportunities for high school students.
- Technical colleges and high schools must substantially improve alternative educational programs for students at risk of dropping out of high school and for adults in need of high school instruction.
- High school curricula must be redesigned to prepare non-university bound students for technical careers.
- Educators and counselors in high schools must work with employers to improve the transition from school to work for students entering the workforce directly.
- Educators and counselors in primary and secondary schools must improve career education for all students throughout their educational experience.

One of the more significant findings that led to these recommendations were that at least 70 percent of the jobs in Wisconsin require significant specialized preparation and training beyond the high school level. A second factor is that 70 percent of the labor force in Wisconsin in the year 2000 is already in the labor force.

The implications of this latter statistic are found in the latest labor force projections for Wisconsin: "Improving elementary and high school education will not, however, change the labor force quality by 2005. Most of those who will be in the labor force in the year 2005 are in the labor force today. Improving the quality of the labor force by the year 2005 will require improving the education and skills of people now 25 to 44 years old." (Wisconsin Projections 1990-2005; DILHR; April, 1993.)

According to Carnevale, "At present, the distribution of American jobs can be divided roughly into thirds: One-third require elementary schooling; one-third require high school education plus two years of postsecondary schooling; and one-third require college education. Since the early 1970s, the proportion of jobs requiring grade school only has declined while the proportion of jobs requiring postsecondary schooling has increased steadily." (Anthony P. Carnevale; America and the New Economy; The American Society for Training and Development and the U.S. Dept. of Labor; undated; Introduction date of 1991.)

"Nevertheless, ... " concludes the U.S. Department of Labor, " ... workers with all levels of education and training will continue to be in demand, although advancement opportunities will be best for those with the most education and training." (Occupational Outlook Handbook; U.S. Dept. of Labor; May, 1992.)

Both the Wisconsin and national sources suggest the relative importance of postsecondary and adult vocational education in comparison to that provided at the secondary level.

In terms of academic skills, the Governor's Commission found that one out of three nineteen year old students enrolled in college parallel, postsecondary vocational-technical, or vocational-adult courses offered by the WTCS districts were also enrolled in remedial or developmental courses. This is in spite of the fact that Wisconsin has one of the lowest high school dropout rates in country. On average, about one in seven students fails to complete high school. Moreover, it is currently the case that sixty percent of students in WTCS remedial or adult high school programs are between the ages of twenty and forty.

It is suggested that newer programs directed at high school students should reduce the dropout rate even further while improving their educational skills. Nevertheless, a large pool of adults will continue to need a second chance to earn a high school diploma or bring their academic skills up to the level needed to succeed in postsecondary vocational-technical education and training.

2. The capability of postsecondary vocational education programs to provide vocational education students, to the extent practicable, with strong experience in, and understanding of, all aspects of the industry the students are preparing to enter (including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, and health, safety, and environmental issues.

While this factor was thoroughly analyzed in A., 5., above, a few additional comments can be made. It is presumed that this factor was included for assessment and analysis in the Act because there is some evidence that employees who have a reasonable understanding of the business or industry they plan to enter and what their roles will be, will be more productive, valuable employees and will derive greater satisfaction from their work. However, this thought gets lost in the rather strange melange of items included in "all aspects of the industry."

Some of the problems with this factor have been discussed above, most notably that many occupations are not specific to one or a few industries. This being said, a few additional observations can be made in relation to this factor.
The programs which provide the most specific skills training; e.g., Mechanical Design Technician or Electro-Mechanical Technology, are less likely to require work experience for graduation. For this type of program, the WTCS districts have well-equipped facilities which model the work environment.

On the other hand, programs that lead to occupations requiring the most interaction with the public are more than likely to require work experience; e.g., marketing and health programs.

When the subject is the underlying principles of technology, the situation is reversed--the programs providing the most specific skills training are more likely to provide instruction in the principles underlying a particular technical skill. Obvious examples are the electronic and automotive programs.

Generally, the less relevant one of the listed aspects of an industry is to employment, the less it will be dealt with in the corresponding program. As was noted in A., 5., above, health and safety issues are always dealt with to the extent necessary for the health and safety of the employee and others in the work situation. The same is true for environmental and labor issues--they are dealt with to the extent necessary for employment. For example, agricultural programs dealing with fertilizers provide training and instruction in their safe handling, proper use and methods of disposal (health, safety and environmental aspects).

It may be concluded that the programs offered by the WTCS districts provide experience in and an understanding of all aspects of an industry (or occupational setting) a student is planning to enter. Furthermore, this experience and understanding is provided to the extent necessary for the student to become a more productive and valuable employee than he or she would be without it.

3. The capability of postsecondary vocational education programs to provide vocational education students, to the extent practicable, with strong development and use of problem-solving skills and basic and advanced academic skills (including skills in the ares of mathematics, reading, writing, science, and social studies) in a technological setting.

For an analysis of this section, see the discussions and findings under A, above; especially A., 1., the integration of academic and vocational education; 2., sequential courses of study leading to both academic and vocational education; 6., the ability of the eligible recipients to meet the needs of special populations with respect to vocational education; and 8., the relevance of programs to the workplace etc.

It is noted that postsecondary vocational-technical education programs are not designed to provide students with basic academic skills. The provision of basic skills is not a proper function of postsecondary education in general (albeit a practical necessity) and neither is it a function of postsecondary vocational-technical education. To the extent that students lack basic academic skills which are required for entry into a program or necessary for success in a program, the WTCS districts provide non-credit remedial instruction. Furthermore, as mentioned in B., 1., above, the WTCS districts also provide instruction for persons seeking to complete their high school education.

XI. WTCSB PROPOSED USE OF VEA FUNDS

As Part V, Funding Provisions, above, described; certain of the funds available to the State under the Act must be expended for specified purposes such as Sex Equity and Community Based Organizations among others. Of more concern is the requirement that the 75 percent of funds available to the State Board under Title II, Part C--about 6.7 million dollars--must be distributed among all of the WTCS districts by formula. While this is a lesser concern at the postsecondary/adult level than at the secondary level--the State is divided among only 16 WTCS districts--it still prevents the State Board from concentrating the funds in those areas of the State which could most benefit from them.

Based upon the findings of the assessment and the results of the analyses described above, the State Board believes the Title II, Part C, funds can best be used to meet the needs of members of special populations. This planned use of funds is based on the following considerations:

1. The primary purpose of the WTCS districts are to provide postsecondary and adult vocational-technical education; this is why they were established and what they are organized to do. The evidence is that they are fulfilling this purpose fairly successfully. The program approval and evaluation processes along with the State and local advisory committees ensure the relevance of the programs to the labor market. In addition, the myriad of Occupational Adult courses offered in the State each year provides the means for employed adults to up-grade and maintain their skills. (See section X, above, part A., Assessment, assessment factors 1, 2, 3, 4, 5, 7, 9, and 10; and B., Analysis, analyses 2 and 3.)

2. These same processes and committees also ensure that the curricula, equipment and instructional materials are appropriate to the subjects being taught. (In section X, above, part A., Assessment, see especially assessment factor 9 in addition to those cited under paragraph 1, above; and see also, B., Analysis, analysis 3.)

3. The population of the State shown in Part VI, State Profile, above, that there will be fewer young men and women available to enter the labor market than has been the case. It is generally assumed that this means that employers needing entry level workers will have to rely more and more on what can be considered marginal prospects; i.e., persons who for one reason or another are lacking necessary or desirable basic, job, or work skills. To the extent that the WTCS districts can provide such individuals with the requisite skills, the State's business community and the State itself stand to benefit.

4. While the State has proportionately fewer individuals with special needs than most other states, the data indicates that there are a large number who could benefit from the services and education available through the WTCS districts who are not currently being served. (See section X, above, part A., Assessment, assessment factor 6.)

5. The State Board which administers the Perkins Act and the Adult Education Act along with the Department of Industry, Labor and Human Relations which administers the Wagner-Peyser and Job Training Partnership Acts, and the Department of Health and Human Services which administers the Job Opportunities and Basic Skills Act have jointly developed a Core Coordination Document guideline aimed at increasing the cooperation and coordination among local providers of services to special populations. The commitment of Perkins funds to serving members of special populations serves to strengthen the bonds among the local agencies.

While the assessment and analyses indicate that even the strength of the WTCS districts--their postsecondary programs and continuing education offerings--could always benefit from an infusion of funds; the Board, as indicated, has chosen to concentrate the Perkins Act funds on services to members of special populations. In light of the available evidence, this appears to make the best and most efficient use of these funds.

Postsecondary/Adult Funding Table

	1994-95	1995-96	1996-97*
TITLE II Basic State Grant Total	$10,504,570	$10,504,570	$10,504,570
5.% for State Administration (including $33,000 for sex equity administration)	524,381	524,381	524,381
8.5% for State Leadership and Programs	891,447	891,447	891,447
7.5% for Single Parents et al.	786,569	786,569	786,569
3.0% for Sex Equity	314,627	314,627	314,627
1.0% for Corrections	121,850	121,850	121,850
75.0% for Services to Members of Special Populations	7,865,696	7,865,696	7,865,696
(Guidance and Counseling)	(1,573,485)	(1,573,485)	(1,573,485)
(Other Priorities)	(6,292,211)	(6,292,211)	(6,292,211)
TITLE III Special Programs Total	502,275	502,275	502,275
Community Based Organizations (CBO's)	128,563	128,563	128,563
Consumer and Homemaking Education	373,712	373,712	373,712
(Depressed Areas)	(186,856)	(186,856)	(186,856)
(State Administration/Full-time Administrator)	(22,423)	(22,423)	(22,423)
WTCSB TOTAL	$11,006,845	$11,006,845	$11,006,845

(Tech-Prep Funds will be jointly administered by the State Board and the Department of Public Instruction; See Part IX, above.)

* This is a two-year plan. However, if the current Act is extended for an additional year, the State Board would expend the funds available to it as shown here. Such expenditures would be in keeping with the conclusions, see above, drawn from the assessment described in the preceding Part X.

This section presents the proposed uses of funds for the postsecondary and adult levels. The proposed uses of the formula funds available to the Board are presented first followed by the proposed uses of purpose specific funds such as those allocated for Sex Equity, and Consumer and Homemaking programs, services and activities.

POSTSECONDARY AND ADULT VOCATIONAL EDUCATION PROGRAMS TITLE II, SUBPART 2, SECTION 235

These funds will be made available to the WTCS districts by the Act specified formula. Each district is eligible to receive that percent of Title II, Part C, funds which is equal to the number of Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs who were enrolled in vocational education programs in the year preceding the funding year divided by the total of such students enrolled in all districts in that preceding year.

The State Board does not propose to allocate the available formula funds among the allowable purposes. Rather the Board has prioritized the purposes so that any district which is currently meeting the needs under a specific priority is not required to expend its VEA formula funds for that purpose. Districts are required, however, to meet all of the priorities in the order of their ranking; i.e., a district may not use VEA funds to meet the needs of a lower priority unless it has demonstrated that it is currently meeting the needs of all higher priorities or that it will commit VEA or other funds to meet the needs of those higher priority purposes.

The Act prescribes that in using funds for program improvement, the following conditions shall be met:

(A) Each eligible recipient that receives a grant under this part shall use the funds they are eligible to receive to:

(1) Improve vocational education programs, with the full participation of individuals who are members of special populations, at a limited number of sites or in a limited number of program areas;

(2) Give priority to sites or programs that serve the highest concentrations of individuals who are members of special populations;

(3) Provide vocational education in programs that:

(i) Integrate academic and vocational education in coherent sequences of courses so that students achieve both academic and occupational competencies; and

(ii) Provide equitable participation for members of the special populations;

(4) Support activities that are of sufficient size, scope, and quality as to give reasonable promise of meeting the vocational education needs of the students involved in the activity.

GOALS

To provide services for members of special populations designed to improve programs and to provide the supplementary and other services necessary for them to succeed in vocational education.; and only then

To provide activities for all students designed to improve programs.

PLANNED ACTIVITIES TO MEET GOALS

Funds can only be applied for in the order in which the allowable activities are listed below for Special Populations Services and Activities for All Students, i.e., funds may not be requested for use under a lower prioritized activity until the identified special population needs of all higher prioritized activities have been met.

Special Populations Services

- Guidance and Counseling
- Supplementary Services including Adaptation of Equipment
- Remedial Instruction
- Upgrading of Curriculum
- In-service Training
- Apprenticeship Programs
- Tech-Prep Education
- Special Services Coordinator
- Equipment
- Adult Training Programs
- Economic Development
- Mentor Programs
- Private Sector Provision

Activities for All Students

- Upgrading of Curriculum
- In-service Training
- Apprenticeship Programs
- Tech-Prep Education
- Equipment
- Adult Training Programs
- Economic Development
- Mentor Programs
- Private Sector Provision

If an eligible recipient has already met the identified needs of a higher prioritized activity with respect to all special populations, it must describe in its Plan how it has met the needs for the higher prioritized activity if it wishes to have a request for VEA funds for a lower prioritized activity approved by the Board.

Fundable Activities

1. Guidance, Counseling and Career Development Activities organized and administered by certified counselors and provided by certified counselors or teachers who are associated with the provision of these activities. These activities include the following:

   a. Targeted outreach and recruitment;
   Outreach and recruitment activities shall target the recruitment of members of special populations who are considered to have the potential of benefitting from vocational training and have the potential for placement in the occupations for which they will be trained.
   b. Assessment;
   All special populations students enrolling in vocational education programs shall receive an assessment of their interests, abilities, and special needs with respect to the successful completion of their vocational education programs in the most integrated setting possible.
   c. Career orientation and decision making activities;
   See 'Career Guidance and Counseling' in the VEA Selected Definitions section, below.
   d. Special guidance and counseling to assist students with enrollment, expanding student access to programs including nontraditional programs, and student retention; and
   e. Supplemental placement and school to work transition services, including job seeking skills instruction, and job development activities to facilitate the transition from school to post-school employment and career opportunities.

2. Supplementary Services including Adaptation of Equipment designed only to meet the needs of special populations students. Supplementary Services means:

   a. Curriculum modification;
   b. Equipment modification, including the purchase or lease of parts necessary to modify equipment;
   c. Classroom modification;
   d. Supportive personnel; (i.e. personnel providing non-counseling services directly to special populations, including tutors, peer tutors, case managers, financial aids personnel, and transitional services personnel); and
   e. Instructional aids and devices including assistive technology devices.

   Supplementary Services must be necessary for special populations students to participate and succeed in approved vocational education programs.

3. Remedial Instruction for special populations students that is necessary for them to succeed in the vocational education programs in which they are enrolled. Remedial instruction supported with VEA funds shall only be provided to special populations students who are concurrently enrolled in courses totaling six or more credits per semester towards graduation in their vocational education programs.

4. Upgrading of Curriculum for programs that integrate academic and vocational education through a coherent sequence of courses so that students achieve both the academic and occupational competencies necessary for employment.

   a. Applicants must receive approval of curriculum modifications from the State Board occupational consultant prior to including the modification in their plan and application so that curriculum upgrading activities may be coordinated by the State Board.
   b. Reciprocal curriculum upgrading activities are encouraged; e.g., districts with Health Occupations programs could divide upgrading activities among themselves instead of each district upgrading all of its Health Occupations programs by itself.

5. In-service Training for both vocational and academic instructors working with vocational education students. In-service activities may only consist of on-site activities to improve staff (instructor) understanding of vocational education (e.g., for integrating academic and vocational education) and special populations issues. Reciprocal in-service activities are encouraged; e.g., a district may provide an in-service on delivering services to special populations students while cooperating districts provide in-service in other areas for staff of the cooperating districts. Out-of-State travel is not allowed.

6. Apprenticeship Program modifications to accommodate members of special populations and curriculum improvement.

   a. Applicants must receive approval of curriculum improvements from the State Board apprenticeship consultant prior to including the improvement request in their plan and application so that curriculum improvement activities may be coordinated by the State Board.

7. Tech-Prep Education curriculum development or improvement for 2 + 2 programs designed to lead to a vocational education two-year Associate Degree or Diploma through a sequence of high school and postsecondary vocational education courses.

8. Special Populations Coordinator is a qualified counselor or teacher who will ensure that special populations students will receive job skill training and adequate services, such as transitional services; assessments; guidance, counseling and career development activities; supplementary services; skill training; and placement.

9. Equipment including instructional aids necessary to implement any curriculum activity proposed to be conducted with VEA formula funding.

10. Adult Training Programs which train for all aspects of the occupation in which job openings are projected or available. VEA funds may only be used to develop or upgrade approved program curricula.

11. Economic Development provides for curriculum development activities in programs that will be strongly tied to economic development efforts in the State.

12. Mentor Programs in Institutions of Higher Education offering comprehensive programs in teacher preparation, which seek to fully use the skills and work experience of individuals currently or formerly employed in business and industry who are interested in becoming classroom instructors and to meet the need of vocational educators who wish to upgrade their teaching competencies.

13. Private Sector Provision of education and training through arrangements with private vocational education institutions, private postsecondary educational institutions, employers, labor organizations, and joint labor-management apprenticeship programs whenever such institutions, employers, labor organizations, or programs can make a significant contribution to obtaining the objectives of the State plan and can provide substantially equivalent training at a lesser cost, or can provide equipment or services not available in public institutions.

Any WTCS district applying for formula funds shall appoint a special populations coordinator who shall be responsible for ensuring that students who are members of special populations are receiving the services necessary for them to succeed in vocational-technical education programs and find employment related to their programs of study. The coordinator shall also be responsible for the coordination of services available to members of special populations students ***from all funding sources*** in order to avoid a duplication of effort and gaps in the continuum of services necessary for special populations students to succeed in and find employment related to their programs.

The special populations coordinator may be a current employee or may be supported with VEA funds under the Special Populations Coordinator purpose.

The following table shows the estimated amount of formula funds that each WTCS district will be eligible to receive in 1994-95. The estimates are based on the number of Pell Grant and Bureau of Indian Affairs assisted students served in vocational education in 1992-93.

WTCS District	Pell & BIA Recipients	Distribution Percent (Rounded)	Planned Title IIC Allocation
Chippewa Valley	1,658	7.65%	$601,787
Western	1,413	6.52%	512,862
Southwest	640	2.95%	232,294
Madison	1,578	7.28%	572,750
Blackhawk	988	4.56%	358,604
Gateway	1,517	7.00%	550,610
Waukesha	655	3.02%	237,738
Milwaukee	5,307	24.49%	1,926,226
Moraine Park	809	3.73%	293,634
Lakeshore	619	2.86%	224,672
Fox Valley	1,236	5.70%	448,618
Northeast	1,182	5.45%	429,018
Mid-State	832	3.84%	301,982
Northcentral	1,217	5.62%	441,722
Nicolet Area	535	2.47%	194,183
Indianhead	1,485	6.85%	538,995
Total	21,671	100.00%	$7,865,696

STATE PROGRAMS AND STATE LEADERSHIP
TITLE II, PART A, SECTION 201

GOALS

To provide state programs of professional development; development, dissemination and field testing of curriculum; assessment of programs and development of performance standards and measures for program improvement and accountability with respect to such programs.

Additionally, to provide state leadership for promotion of partnerships among business, education, industry, labor and community-based organizations; leadership in technology education; and data collection.

PLANNED ACTIVITIES TO MEET GOALS

Funds available for this purpose will be targeted. Activities will be funded up to 100 percent of cost.

TARGETED FUNDING PRIORITIES AND VEA FUNDING TO MEET PRIORITIES

The priorities for this Targeted Funds setaside are the same as the allowable VEA fundable activities. VEA funds may only be used to support:

1. Professional development activities for vocational teachers and academic teachers working with vocational education students, including corrections educators and counselors, and educators and counselors in community-based organizations, including in-service and preservice training of teachers in state-of-the-art programs and techniques, including integration of vocational and academic curricula, with emphasis on in-service and preservice training of minority teachers;

2. Development, dissemination, and field testing of curricula, especially:

   (A) Curricula that integrate vocational and academic methodologies; and
   (B) Curricula that provide a coherent sequence of courses through which academic and occupational skills may be measured; and

3. Assessment of programs conducted with assistance under this Act, including the development of:

   (A) Performance standards and measures for such programs; and
   (B) Program improvement and accountability with respect to such programs.

4. The promotion of partnerships among business, education (including educational agencies), industry, labor, community-based organizations, or governmental agencies;

5. Leadership in technology education; and

6. Data collection.

PROGRAMS TO PROVIDE SINGLE PARENTS, DISPLACED HOMEMAKERS, AND SINGLE PREGNANT WOMEN WITH MARKETABLE SKILLS
TITLE II, PART B, SUBPART 1, SECTION 221

GOAL

To prepare single parents, displaced homemakers and single pregnant women for vocational education and training that will furnish them with marketable skills in order to provide them with an income sufficient to maintain their households. This goal provides for:

A. Preparatory services (see Definitions, below) that prepare single parents, displaced homemakers, and single pregnant women for vocational education and training that will furnish them with marketable skills;

B. Expanding preparatory services and vocational education services when the expansion directly increases the capacity for providing single parents, displaced homemakers, and single pregnant women with marketable skills;

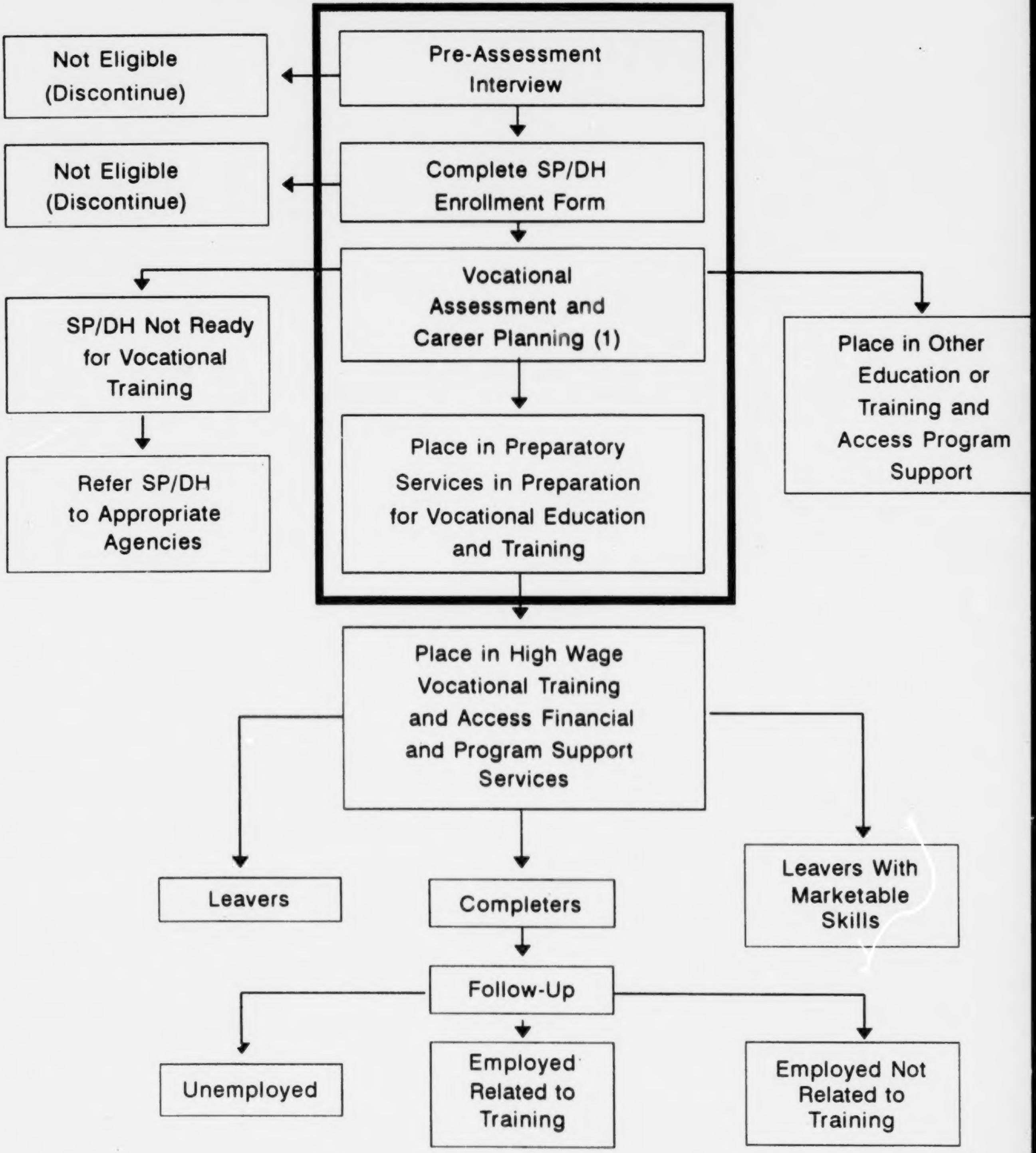
C. Using community-based organizations for the provision of preparatory services and vocational education services if the State determines that the community-based organization has demonstrated effectiveness in providing comparable or related services taking into account the demonstrated performance of such an organization in terms of cost, the quality of training, and the characteristics of the participants;

D. Making preparatory services and vocational education and training more accessible by assisting eligible individuals with dependent care, transportation services, or special services and supplies, books, and materials; or by organizing and scheduling the programs so that such programs are more accessible; and

E. Providing information to inform such individuals of the vocational education programs, related support services, and career counseling available to them.

All applications submitted under this purpose must assist those single parents, displaced homemakers, and single pregnant women with the greatest financial need and give special consideration to displaced homemakers who because of divorce, separation, or the death or disability of a spouse, must prepare for paid employment. Proposed activities must be of sufficient size, scope and quality to give reasonable promise of meeting the needs of single parents, displaced homemakers, and single pregnant women involved in the project.

MODEL FOR PROJECTS


Pre-Assessment Interview
Not Eligible (Discontinue)
Complete SP/DH Enrollment Form
Not Eligible (Discontinue)
Vocational Assessment and Career Planning (1)
SP/DH Not Ready for Vocational Training
Refer SP/DH to Appropriate Agencies
Place in Other Education or Training and Access Program Support
Place in Preparatory Services in Preparation for Vocational Education and Training
Place in High Wage Vocational Training and Access Financial and Program Support Services
Leavers
Completers
Leavers With Marketable Skills
Follow-Up
Unemployed
Employed Related to Training
Employed Not Related to Training

(1) Career planning with an orientation to high wage or nontraditional occupations.

PLANNED ACTIVITIES TO MEET GOAL

A. VEA funds may ***only*** be used to support the following activities which are listed in priority order. A district shall not use VEA funds to support a lower priority unless it is providing for all higher priorities with VEA or other funds. Applications requesting increases in funds greater than the Consumer Price Index (CPI) over their prior year award must show an increase in either the services to be rendered or the number to be served.

1. Staff development activities which will increase the capacity of administrators, instructors, nontraditional instructors, and counselors to perform their single parent, displaced homemaker, and single pregnant women project functions more effectively.

2. Outreach activities that facilitate the participation of single parents, displaced homemakers, and single pregnant women in statewide model program enrollment activities. Activities must focus on single parents, displaced homemakers, and single pregnant women with the greatest financial need and give special consideration to displaced homemakers who because of divorce, separation, or the death or disability of a spouse must prepare for paid employment. The focus of this component is to identify eligible individuals interested in vocational education. Building coordination with other programs such as JTPA, JOBS, CHOICES, and VEA funded single teen parent programs for referrals is a key component.

3. Pre-assessment interview of the ability of single parents, displaced homemakers, and single pregnant women to benefit and activities necessary to enroll single parents, displaced homemakers, and single pregnant women in the statewide model program. Program eligibility shall be determined as well as whether or not the individual is in a position to benefit from the services described in (4) and (5) below. Referrals to other programs or services may be appropriate at this stage. If an eligible individual chooses to participate in the services described in (4) and (5) below, a client enrollment form must be completed, a case management file established, and the individual scheduled for a career planning session. The outcome of this activity is planned enrollment in the model program and must include the number of minority group members planned to be served. This number must be no less than the number resulting when the percentage of minority students in the WTCS district student population is applied to the planned enrollment population.

4. Career planning and assessment activities are required for ***all*** eligible single parent, displaced homemaker and single pregnant women program participants using the designated curriculum. All eligible individuals shall be

enrolled in the Career Planning/Assessment course. (A significant portion of the curriculum addresses nontraditional career exploration and sex bias in career choices making the individual eligible as a special population under the VEA Postsecondary and Adult formula funds.) This activity is the first model program service where participants are counted as program enrolled. The Career Planning/Assessment component is to determine the best placement for an individual according to the following benchmarks:

a. The individual selects a vocational program, is capable of entering the program with no further assistance, and is referred to a WTCS counselor for admission or the individual is better suited for a university program , and should be referred to a university counselor. These individuals are to be identified as leaving the program in the case management file with the outcome of having been enrolled in a vocational-technical program or in another higher education program.

    (1) Up to 15 percent of participants going directly into vocational-technical training or other education programs;

b. The individual selects a program but needs preparatory services to ensure success in the program. These individuals must have a case management plan for preparatory services developed. These are the only participants who continue as enrolled in the program.

    (1) At least 65 percent enrolling in preparatory services that shall enable them to enroll in vocational-technical programs leading to prompt employment in program related occupations with median hourly salaries at or above a district's median hourly salary for all graduates;

c. The individual is not ready for a vocational education program, and should be referred to basic skills. These individuals are to be identified as a termination in the case management file and reported as having been referred to basic skills.

    (1) Up to 10 percent enrolling in basic skills activities;

d. The individual is not ready for a vocational education program, and should be referred to another agency/program. These individuals are to be identified as leaving the program in the case management file and reported as having been referred to the appropriate program.

    (1) Up to 10 percent of participants going no further.

Tuition, fees, supplies, books, materials, and dependent care and transportation services may be funded for participants in career planning/ assessment.

5. Case management activities that ensure that eligible participants receive necessary preparatory services and are subsequently enrolled in full-time vocational-technical programs leading to prompt employment in program related occupations with median hourly salaries at or above a district's median hourly salary for all graduates. The case manager is to design an individual preparatory services plan to prepare an individual for enrollment into and success in a vocational-technical program. Components of the plan shall be based upon local resources and the individuals need. Case management contacts with eligible participants must occur on at least a monthly basis.

6. Coordinated preparatory services to ensure the success of participants in their chosen program of study. Tuition, fees, supplies, books, materials, and dependent care and transportation services may ***only*** be funded for participants in:

   a. Success skills classes taught as courses or in support group workshops. ***Instruction may also be funded for these activities;***

   b. Remedial instruction directly related to preparation for full-time enrollment in a vocational-technical program;

   c. A College Survival Skills, 890 or comparable course; or

   d. Formal or informal prerequisite or pre-technical instruction necessary for enrollment in or success in a vocational-technical program, but which are not in the curriculum of the full-time vocational-technical program in which the participant intends to enroll. The emphasis should be on preparing individuals for nontraditional and technical programs leading to prompt employment in program related occupations with median hourly salaries at or above a district's median salary for all graduates.

   VEA funds may ***only*** be used to pay the education costs (tuition, books, materials, fees) for ***any preparatory services***. Dependent care and transportation assistance may also be funded for persons ***receiving preparatory services***. The preparatory services are intended to be provided in one semester following the semester of the career planning course and lead to enrollment in a program in the following semester. The summer session is not considered a semester.

7. The development of special curriculum components directed at enhancing the success of minority group members. Curriculum must be disseminated statewide and must be compatible with existing curriculum.

8. $20,000 is set aside for activities to be conducted by the U.W. Madison Center for Education and Work.

NOTE: The entire array of preparatory services should be coordinated so that they are delivered during one semester following the semester of career planning, with the objective being the full-time enrollment of participants in approved programs in the third semester. The summer session is not considered a semester. ***Upon entry into courses totaling more than three (3) credits in the curriculum of the full-time vocational-technical program in which a participant has been accepted, the participant will no longer be eligible for services funded with Single Parents, Displaced Homemakers, and Single Pregnant Women VEA funds.***

SEX EQUITY ACTIVITIES
TITLE II, PART B, SUBPART 1, SECTION 222

GOAL

To provide activities leading to the fair and just treatment of individuals regardless of their sex. Such activities shall allow individuals to choose among vocational education programs and careers; to enter vocational education programs and careers according to their needs, informed interests and abilities; and permits them to participate fully in, and to benefit from those programs, without any constraints based upon sex.

Sex Equity activities in vocational education are to create an educational environment which helps students free themselves of limiting sex role expectations and to foster preparation for future family and work roles.

In practice, this means WTCS districts shall expand their capacity to achieve vocational equity by:

1. Increasing access to, and participation in, vocational education for females, thereby furnishing them with marketable skills;
2. Meet the special needs of nontraditional students; and
3. Provide the necessary support services for young women and men to become economically self-sufficient.

Proposed activities must be of sufficient size, scope and quality to give reasonable promise of being effective.

PLANNED ACTIVITIES TO MEET GOAL

1. The development and delivery of pretechnical courses or course modules which prepare students for nontraditional, technical, or new and emerging occupations and that assist them in their transition to nontraditional vocational-technical programs.

2. The development and dissemination of informational materials concerning vocational and employment opportunities with a special emphasis on nontraditional, technical, high technology, and new and emerging occupations.

3. Career guidance and counseling activities designed to assist students in selecting nontraditional vocational education programs. These activities shall:

    a. Include a minimum of 18 hours of career planning and career exploration for each participant;

    b. Be targeted at increasing enrollments in those programs with less than 25 percent nontraditional enrollment as identified in the annual Sex Equity Report; and

    c. Lead to the enrollment of at least 30 percent of participants in nontraditional vocational-technical programs and a change in district nontraditional program enrollment statistics.

4. Staff development activities which will increase the capacity of administrators, instructors, nontraditional instructors, and counselors to take affirmative or programmatic steps to achieve vocational equity. These activities must be linked with other statewide sex equity activities.

5. Student retention activities which will assist participants in nontraditional programs to remain in and successfully complete their programs of instruction and to obtain employment related to the skills they have acquired in their programs. It is expected that at least 75 percent of the students receiving retention services will successfully complete the courses/programs in which they are enrolled.

6. Direct payments to eligible individuals enrolled or preparing to enroll in vocational-technical programs for dependent care, transportation, supplies, books and materials.

7. Activities to be conducted by the U.W. Madison Center for Education and Work Resource Center and the U.W. Stout Center for Vocational, Technical and Adult Education.

8. Up to three demonstration projects, not to exceed $25,000 each, which will increase the enrollment in nontraditional vocational-technical programs of persons with disabilities. It is intended that these projects will be funded for a maximum of three years.

9. The coordinated development of methods to increase the enrollment of JTPA clients in nontraditional programs followed by placement in related occupations.

CORRECTIONS EDUCATION
TITLE II, PART B, SUBPART 2, SECTION 225

GOALS

The Act prescribes that the State Department of Corrections be designated as the agency which will administer vocational education programs assisted under Section 225 of the Act for adult criminal offenders in correctional institutions in the State. Each State corrections educational agency, in carrying out the vocational education program for criminal offenders shall:

1. Give special consideration to providing services to offenders who are completing their sentences and preparing for release, and to establishing vocational education programs in correctional institutions that do not have such programs;

2. Provide vocational education programs for women who are incarcerated;

3. Improve equipment; and

4. In cooperation with WTCS districts, administer and coordinate vocational education services to offenders before and after their release.

PLANNED ACTIVITIES TO MEET GOALS

1. Vocational programs, with an emphasis on vocational education programs for incarcerated women, that are based on labor market projections of future employment trends so that offenders shall receive training for new, emerging, nontraditional and changing occupations.

2. The adoption of competency-based curriculum in vocational education programs.

3. The purchase of equipment to meet or maintain parity in vocational programs with the equipment being used in the occupations that offenders are preparing to enter.

4. Programs, services and activities to eliminate sex bias and stereotyping.

5. Administration and coordination of vocational education services, in cooperation with WTCS districts, for offenders before and after their release.

STATE ASSISTANCE FOR VOCATIONAL EDUCATION SUPPORT PROGRAMS BY COMMUNITY-BASED ORGANIZATIONS
TITLE III, PART 1, SECTION 301

GOAL

To make vocational education programs accessible to youth and other individuals through the provision of special services and activities provided through joint projects of districts and community-based organizations. The community-based organizations must give special consideration to the needs of severely economically and educationally disadvantaged youth ages sixteen through twenty-one. This goal provides for:

1. Outreach programs to facilitate the entrance of youth and young adults into a program of transitional services and subsequent entrance into vocational education, employment, or other education and training.
2. Transitional services such as attitudinal and motivational prevocational training programs.
3. The assessment of students' needs in relation to vocational education.
4. Guidance and counseling to assist participants with occupational choices and with the selection of and entrance into a vocational education program.

PLANNED ACTIVITIES TO MEET GOAL

1. Outreach: Programs that facilitate the ***enrollment*** of individuals ***into vocational education programs or courses. Programs should emphasize the enrollment of economically and academically disadvantaged out-of-school individuals ages 16 through 21.***
2. Assessment: Evaluation of an individual's academic and occupational ***skills and aptitude in relation to*** the selection of and enrollment into ***vocational education*** programs or courses; and
3. Guidance and Counseling: Guidance and counseling to assist a participant with ***occupational choices*** and with the ***selection of*** and ***enrollment into*** a ***vocational education*** program.

NOTE! Assisting participants in job placement or in the selection of and enrollment into activities such as job clubs and basic skills activities are ***not allowable*** activities. In addition, ***enrollment*** in postsecondary vocational education programs ***must be possible*** for participants ***during the program year*** in which the proposed services and activities will be offered.

CONSUMER AND HOMEMAKING EDUCATION
TITLE III, PART B, SECTION 311

GOALS

A. To make instructional courses, services and activities available to youth and adults that prepare them for the occupation of homemaking and provide instruction in the areas of:

1. Food and nutrition;
2. Individual and family health;
3. Consumer education;
4. Family living and parenthood education;
5. Child development and guidance;
6. Housing and home management including resource management; and
7. Clothing and textiles.

This goal provides for projects, services and activities:

1. Conducted in economically depressed areas;
2. That encourage the participation of traditionally under-served populations;
3. That encourage the elimination of sex bias and sex stereotyping;
4. That improve, expand and update consumer and homemaking education programs (especially those that address the needs of the foregoing); and
5. That address priorities and emerging concerns at the local, state and national levels.

B. To expend not less than sixty percent of the funds available to provide consumer and homemaking education, services, and activities to members of special population groups.

PLANNED ACTIVITIES TO MEET GOAL

The priorities of this RFP are the same as the allowable VEA fundable activities described below. VEA funds may ***only*** be used to support:

1. Activities that will improve, expand and update consumer and homemaking education services and activities, especially those in economically depressed areas; that encourage the participation of under-served populations; and that encourage the elimination of sex bias and sex stereotyping;

2. Instruction relating to managing individual and family resources, making consumer choices, balancing work and family, improving responses to individual and family crises (including family violence and child abuse), strengthening parenting skills (especially among teenage parents), preventing teenage pregnancy, assisting the aged and individuals with handicaps and members of at-risk populations (including the homeless), improving individual, child, and family nutrition and wellness; conserving limited resources, understanding the impact of new technology on life and work, applying consumer and homemaker education skills to jobs and careers; and

3. The improvement of instruction and curricula relating to Priorities 1 and 2, above.

INFORMATION DISSEMINATION AND STATE ADMINISTRATION

In addition to the funds to be distributed by the Request for Proposals, 6 percent of the Consumer and Homemaking Education funds will be used to provide for state administration by a full-time state administrator who has experience and educational preparation in home economics. This position will ensure that the experience and information gained through funded activities will be shared with other administrators for program planning purposes among other uses.

XII. ASSURANCES

DPI

The State Board assures that the following requirements will be carried out and provides a description of how it will ensure that the requirements are met.

A. Compliance With Titles I, II, III, and V

A.1. "The State Board will comply with the applicable requirements of Titles I, II, III, and V of the Act and regulations implementing those requirements (including the maintenance of fiscal effort requirement of Regulation 403.182)."

DPI Procedures to Ensure Compliance:

The Department's primary means of compliance is through the State Plan and the companion Project Application Guidelines which have been revised and upgrade based on the U.S. Department of Education's Onsite Compliance Monitoring in June, 1993. The Title III-E Tech Prep Projects Application Guidelines are designed separately and deal with federal requirements in its own document. Each year, the Department describes the progress it has made in achieving the goals set forth in the State plan in the Annual Performance Report required by the Act and by the U.S. Department of Education's Education Department General Education Regulations (EDGAR).

Fiscally, the Department uses a state-wide accounting system (WISmart) to document state agency expenditures and the Wisconsin Elementary and Secondary School Accounting System (WESSAS). These system are annually evaluated through audits performed by the state's Legislative Audit Bureau (LAB) under the provisions of U.S. Office of Management and Budget Circular A-128 for compliance with fiscal and program requirements including Titles I, II, III, and V of the Perkins Act. The OMB circular requires, among other things, that these audits "determine whether the organization has complied with laws and regulations that may have a material effect on each major Federal assistance program."

A.2. The State Board assures (Reg. 403.182) "that the fiscal effort per student, or the aggregate expenditures of the State, from State sources, for vocational education for the fiscal year (or program year) preceding the fiscal year (or program year) for which the determination is made, at least equaled its effort or expenditures for vocational education for the second preceding fiscal year (or program year."

DPI Procedures to Ensure Compliance:

The Department utilizes local school district expenditure reports and Department state-funded expenditures to annually document that statewide aggregate vocational education expenditures maintain both state and local efforts from prior years. This is also reviewed by the Legislative Audit Bureau's annual audit of Department activities, expenditures and compliance with multiple federal and state requirements.

A.3. "Eligible recipients will comply with the requirements of Titles I, II, III, and V of the Act and the regulations implementing those requirements."

DPI Procedures to Ensure Compliance:

LEA's in Wisconsin are required to complete a Local Plan/Application "package" which includes specific components which deal with the Act's requirements and assurances as prescribed in Titles I, II, III, and V of the Act. Appendix A, 1994-95 Application Guidelines, describes these requirements, including criteria for individuals who are members of special populations enrolled in vocational education.

Over the past years, VEERS data clearly indicates individuals who are members of special populations have accessed and completed vocational education programs in Wisconsin. Therefore, the Act's focus on student success in vocational education fits well with Wisconsin's focus on the school-to-work transition for all enrollees in vocational education.

B. Goals and Accountability for Special Populations

"The State Board and delegate agencies will develop measurable goals and accountability measures for meeting the needs of individuals who are members of special populations."

DPI Procedures to Ensure Compliance:

In order to develop measurable goals and accountability measures appropriate to the needs of the diverse groups included in the federal definition of "special populations," the Bureau for Vocational Education developed a specific state performance measure and standard regarding special population student enrollment and completion in vocational education programs. See the Procedures to Ensure Compliance under Assurance F., Standards and Measures, below.

Further goals and accountability measures are developed by the Department through the Department's Project Application Guidelines. The guidelines require the districts to develop goals and objectives focused on meeting the needs of special population students which are monitored accordingly (See Assurance C, Monitoring, below).

C. Monitoring

"The State Board will conduct adequate monitoring of programs, services, and activities conducted by eligible recipients to ensure that the eligible recipients are meeting the goals described in paragraph (a)(3) of this section." (Paragraph (a)(3) refers to Regulation 403.32 and is given under B., immediately above.)

DPI Procedures to Ensure Compliance:

Monitoring of the goals established under B., above, is accomplished through a variety of provisions included in Part II of the Department's Project Application Guidelines. These provisions require local applicants to describe, among other things:

1. The size and nature of each of the special populations extant within each participating district (Sec. II.B.2.);
2. How many of these students have enrolled in vocational programs (Sec. II.D.3.);
3. How they were assessed in a non-discriminatory way (Sec. II.D.4.);
4. How the district provides access to these students (Sec. II.D.5.);
5. How the district assures supportive services will be provided (Sec. II.D.6.)
6. How the district will monitor the provision of vocational education to special populations (Sec. II.E.7.) including at a minimum notification, supplementary services, participatory planning and recruitment;
7. Local district performance against the state core standards and measures of performance (Sec. II.E.6.); and
8. Methods used to develop vocational education in consultation with parents and students of special populations (Sec. II.F.3.).

These sections of a local application feed into Part III, Two-Year Plan, sub-sections A (Introduction), B (Local Plan Goals), C (Local Plan Objectives), and D (Measurable Student Outcomes). From the priorities established under these sections, Part IV, Project Initiative(s) is developed which must contain specific sections dealing with special populations as follows:

1. Priority to sites or programs serving the highest concentrations of special populations (1.a.);
2. Provision of equitable participation in such programs for special populations consistent with section 118 of the Act (1.d.);
3. Indicate the percentage of students from special population groups expected to be served under the Project Initiative (3); and
4. Description of how the Project Initiative relates to the special populations needs assessment.

The entire package, including a Narrative section, as submitted to the Department, forms the basis for project review and approval. In terms of monitoring, the descriptions contained in the various sections of an application become the determinants of what local records are reviewed during the conduct of the special populations component of the Department's compliance monitoring process. Appendix T of the Project Application Guidelines lists the specific key questions that will be raised and the potential records that may be reviewed during the monitoring process.

D. Private Secondary School Special Populations

"To the extent consistent with the number and location of individuals who are members of special populations enrolled in private postsecondary schools, the State will provide for the participation of those individuals in the vocational education projects, services, and activities assisted under Regulation 403.112 and 403.113."

DPI Procedures to Ensure Compliance:

This requirement is included as Assurance 16 on the PI-1303, Carl Perkins Application. A copy of this format is included in the 1994-95 Application Guidelines.

E. Compliance With Basic Grant Funds Allocations

"The State will comply with the provisions of Regulation 403.180 and will distribute all of the funds reserved for the Secondary School Vocational Education Program and the Postsecondary and Adult Vocational Education Programs to eligible recipients pursuant to Regulations 403.112, 403.113, and 403.116."

DPI Procedures to Ensure Compliance:

State Fund Distribution (Assuming Allotment of $8,594,647*)

	Percentage	Amount
State Administration (including Sex Equity Coordination)	5.0%	$ 429,181
Single Parent Homemakers	7.5%	$ 643,772
Sex Equity	3.0%	$ 257,510
State Program and Leadership	8.5%	$ 729,609
Corrections	1.0%	$ 96,847**
Instructional Programs	75%	$6,437,728

* Allocation equals the FY'95 level

** Adjusted to meet "Hold Harmless" provisions.

F. Standards and Measures

"The State will develop and implement a system of standards for performance and measures of performance for vocational education programs at the State level that meets the requirements of Regulation 403.201 and 403.202."

DPI Procedures to Ensure Compliance:

In late 1991 and early 1992 a subcommittee of five Bureau for Vocational Education staff was assigned the responsibility to review and recommend Department policies and procedures relating the Section 117 requirement for state standards and measures of performance. They are as follows:

1. Measures of learning and competency gains, including student progress in the achievement of basic and more advanced academic skills;

2. One or more measures of
   a. competency attainment;
   b. job or work skill attainment or enhancement;
   c. retention in school or completion of secondary school;
   d. placement in additional training or education;

3. Incentives or adjustments designed to encourage service targeted groups or special populations, and, for each student, where appropriate;

4. Procedures for using existing resources and methods developed in other programs receiving federal assistance.

After review of the Act's requirements and a review of the literature regarding this type of assessment, sixteen states were contacted to determine what types of measures were being considered. One member attended the 1991 AVA Convention workshops related to the development of measures and standards and brought this information back to the subcommittee.

Subsequently, five performance measures were proposed which would meet the rules and regulations of the Act. These were presented to school district representatives at the eight Carl Perkins Application Workshops conducted in January, 1992, following the Committee of Practitioners request for local district review and comment on the proposed measures. Five written responses were received and used in combination with information from the NCRVE Workshop on Performance Measures and Standards for Vocational Education (3/27/92) to modify the proposed performance measures and standards. These revised performance measures were subsequently forwarded, reviewed and approved by the Committee of Practitioners April 23, 1992.

The following discussion provides the detail regarding Wisconsin's secondary performance measures and standards.

1) The first measure and standard addresses CPA Section 115B(1). Wisconsin has in place definitive graduation requirements applicable to all students, therefore, this is simply an affirmation of that fact.

Measure

A vocational education participant will demonstrate basic and advanced academic skills as evidenced by their successful completion of 4 credits of English, 2 credits of math, 3 credits of social studies and 2 credits of science or their equivalents consistent with Wisconsin State Statute S.118.33.

Standard

A district receiving CPA vocational education funding will meet the measure by complying to Wisconsin State Statute S.118.33 in regards to its vocational education participant graduates.

2) The second measure and standard addresses CPA Section 115B(2)(C). The standard was selected based on a realistic increase over current data.

Measure

Vocational education participants will have a graduation rate that is equal to or greater than the graduation rate for the district's total student population.

Standard

A district will increase its vocational education participant graduation rate by a factor of 1.05 over each preceding year's rate until such time as a 95 percent graduation rate is met.

3) The third measure and standard addresses CPA Section 115B(2)(C) in part. The measure and standard reflects the philosophy that informed secondary choices should carry forward past graduation.

Measure

Rate of vocational education participant graduates that are engaged in further training or education, military duties, or employment related to their instructional program area, will be greater than the rate of vocational education participant graduates that are engaged in further training or education, military duties, or employment unrelated to their instructional program area.

Standard

A district will increase its rate of vocational education graduates who go on to activities related to their instructional program area by a factor of 1.05 over each preceding year's rate until such time as a 90 percent rate is met.

4) The fourth measure and standard addresses CPA Section 115B(3) and was developed to ensure that the district was making vocational education accessible to special populations.

Measure

Rate of participation of special populations in vocational education will be equal to or greater than the rate of participation of the district's population in vocational education.

Standard

A district will increase its vocational education participant rate of special populations by a factor of 1.05 over each preceding year's rate until such time as the rate is equal to or greater than the participant rate of the district's general population in vocational education.

5) The fifth measure and standard was developed to ensure that the district addresses the issue of equity within the area of vocational education.

Measure

Rate of participation within any vocational education program by each gender will exceed 25 percent.

Standard

A district will increase its vocational education participant rate by either gender by a factor of 1.05 over each preceding year's rate until such time as the rate is greater than the participant rate of 25 percent for each gender within the instructional program.

It is important to note that a standard may contain both a threshold rate or number for compliance and also a means on which to gauge realistic progress in meeting the compliance standard.

G. Section 221 Need and Displaced Homemakers

"In the use of funds available for programs for single parents, displaced homemakers, or single pregnant women under Regulation 403.81, the State will -- (i) Emphasize assisting individuals with the greatest financial need; and (ii) give special consideration to displaced homemakers who, because of divorce, separation, or the death or disability of a spouse, must prepare for paid employment."

DPI Procedures to Ensure Compliance:

Given that the population served through Wisconsin secondary schools does not include displaced homemakers, the "special consideration to displaced homemakers ... " criteria is moot. The Project Application Guidelines (page 42) requires applicants for this funding to " ... provide an assurance and document the procedures used to meet ... " the requirement for emphasizing assisting individuals with the greatest financial need in single parent/displaced homemaker programs.

H. Non-Traditional Training and Services

"The State will furnish relevant training and vocational education activities to men and women who desire to enter occupations that are not traditionally associated with their sex."

DPI Procedures to Ensure Compliance:

Based on previous years' enrollment figures in Wisconsin, about 51,00 students are expected to enroll in the instructional program component of secondary level (grades 11-12) vocational education courses. Of that total, approximately 46 percent will be males and 54 percent females.

Secondary level vocational educators are making some progress toward enrolling students in non-traditional vocational programs. A comparison of VEDS enrollment figures by occupational (discipline) area for 1986 and VEERS Data for 1992 indicates slight gains in non-traditional areas.

DISCIPLINE AREA	1986(VEDS DATA)	1992(VEERS DATA)
Agriculture	16% female	24% female
Business Education	10% male	36% male
Health Care	9% male	14% male
Home Economics	32% male	21% male
Marketing Education	36% male	42% male
Technology Education	6% female	14% female

While vocational sex equity activities have raised awareness of equity issues and developed several model programs, not all schools have taken affirmative or programmatic steps to neutralize sex bias and occupational stereotyping. Vocational evaluations in Wisconsin continue to indicate sex segregated enrollments, wage gaps for female graduates, civil rights compliance deficiencies, and few active efforts at the local level to promote sex equity, particularly in non-traditional occupations. Surveys of student attitudes and knowledge about female participation in the work force consistently indicate that many of our students make vocational choices based on stereotyped myths rather than on labor market facts.

There has been a concentrated effort to develop more sex equity expertise at the regional and local levels by providing on-site technical assistance to vocational administrators, instructors and counselors. The Wisconsin Vocational Equity Leadership Cadre was established to help develop this expertise. Cadres were formed on a CESA wide basis (CESAs are Cooperative Educational Services Agencies - intermediate service agencies - for school districts).

Goals of the Cadre effort related to the promotion of enrollment in non-traditional occupations include the following: supporting projects, activities, career guidance and counseling, personnel and programs which promote vocational equity, or increase access and participation for females and students of color in vocational education, or meet the needs of non-traditional students; developing vocational equity competencies for staff and students; and fostering curriculum development which prepares students for the changing roles of men and women, and for non-traditional, technical, new and emerging occupations.

Statewide, regional, CESA and local district projects submitted to the Wisconsin Department of Public Instruction will be judged on a competitive basis. Activities more likely to be approved will include:

1. Purchase and acquisition of resources which promote vocational equity.
2. Curriculum revision or development which prepares students for the changing roles of men and women, and for non-traditional, technical, new and emerging occupations.
3. Programs and activities which overcome sex role stereotyping in vocational education, and provide support services for non-traditional students.
4. The development and dissemination of informational materials for young women and students of color concerning vocational and employment opportunities with a special emphasis on non-traditional, technical, high-technology, new and emerging occupations.
5. Assessments of vocational education programs for sex bias and stereotyping, the needs of young women, the needs of students of color and the needs of males and females who desire to enter occupations not traditionally associated with their sex.
6. Implementation of model courses/activities for students which increase their interest in, and preparation for, non-traditional occupations.
7. To fund vocational education programs, services, and activities for girls and women aged 14-25 designed to enable them to be economically self-sufficient.

It is the intent of the Department of Public Instruction to fund supplemental costs and support services necessary for females and students of color to participate in existing or emerging vocational education programs. Priority will be given to those programs, services, and activities which promote non-traditional, technical, new and emerging occupations, and Tech-Prep.

I. Personnel and Curriculum Development

"The State will fund programs of personnel development and curriculum development to further the goals identified in the State plan."

DPI Procedures to Ensure Compliance:

Personnel Development

1. Within the Agency

   The Department will continue to implement the State-approved affirmative action plan assuring equal training and employment opportunities for all employees and also committing to providing fair and equitable service to the public.

   Within agency training will also provide agency staff with methods and materials for serving targeted groups and special populations.

2. Training for LEA Staff Members

   LEA staff members will receive training designed to encourage service to targeted groups and special populations including individual students where appropriate. They will also receive training in developing curriculum which (1) integrates academic and vocational education, and (2) which is of sufficient size, scope and quality to improve the service to all secondary school students, and (3) which prepares all students for postsecondary education or employment. Special efforts will be made to outreach to teachers of color to participate.

3. Curriculum Development

   The Department of Public Instruction will develop and assist local school districts to implement contemporary curriculum which has the following characteristics:

   a. Integrates academic and vocational education;

   b. Is sequential and leads to both academic and occupational competencies;

c. Is linked with postsecondary institutions;

d. Reflects emerging needs of the workplace;

e. Reflects awareness of the needs of targeted groups and special populations.

J. Populations With High Rates of Unemployment

"The State has thoroughly assessed the vocational education needs of identifiable segments of the population in the State that have the highest rates of unemployment, and those needs are reflected in and addressed by the State plan."

DPI Procedures to Ensure Compliance:

The two-year plan required by local eligible recipients as a part of their application is to contain specific data regarding numbers of each of the special populations and corresponding educational needs. In addition, information regarding occupational/ employment projections, population projections, etc., is also required.

Further details regarding the design and content of Local Two-Year Plans are included in the 1994-95 Application Guidelines.

K. Cooperation With the State Council

"The State Board will cooperate with the State Council in carrying out the Board's duties under the State plan."

DPI Procedures to Ensure Compliance:

Staff from the State Board and the Bureau for Vocational Education of the Department of Public Instruction met with the Council Planning Committee in relation to the Section 116 Needs Assessment and overall program improvement priorities on November 16, 1993. Between Council or Committee meetings, contact was maintained with the Council through its Executive Director so that the Council was kept abreast of the actions the Board and the Bureau were taking to implement the provisions of the Act. This cooperative effort on the part of the Board, the Bureau for Vocational Education and the Council will be continued throughout the term of the Act.

L. Restriction Against Financial Benefit

"None of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which that acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization."

DPI Procedures to Ensure Compliance:

Local plan/application guidelines require LEA's to assure "Federal funds shall not be used to purchase any equipment or instructional aids that directly financially benefit any union or other organization representing the interests of the purchasing entity." (General Assurance #7 in the Carl Perkins Application described in the 1994-95 Application Guidelines.)

M. Secondary Comparability of Schools

"State and local funds will be used in schools of each local educational agency that are receiving funds under the Act to provide services that, taken as a whole, are at least comparable to services being provided in schools in those agencies that are not receiving funds under the Act."

DPI Procedures to Ensure Compliance:

The Bureau for Vocational Education developed a Secondary Comparability formula which is a required part of the application package for school districts and/or consortiums with participating districts which have two or more high schools. This is included in the 1994-95 Application Guidelines.

N. Guidance and Counseling

"The State will provide leadership (qualified by experience and knowledge in guidance and counseling), supervision, and resources for comprehensive career guidance, vocational counseling, and placement programs."

DPI Procedures to Ensure Compliance:

The Department will provide leadership, supervision, and resources for comprehensive career guidance, vocational counseling, and placement program in the following manner:

1. The implementation of a statewide statutory requirement (s. 121.02(1)(e), Wis. Statutes) which mandates pre-school through 12th grade counseling and guidance programming which is "developmentally based and planned and provided by licensed counselors." The developmentally based program must offer personal/social, educational, and career/vocational guidance and counseling and demonstrate age/grade level appropriate skill development activities. Each LEA is audited by department staff for compliance with school district standards on a five-year cycle.

2. The Department will implement the statutory requirement (s. 121.02(1)(j,k,l), Wis. Statutes) which requires that all Wisconsin school districts offer career education programs during the middle school years, including career and occupational information systems.

3. The Department will implement the statutory requirement (s. 121.02(1)(m), Wis. Statutes) which requires that all school districts design and implement K-12 "Education for Employment" programs suited to job preparation and school to work transitions.

4. The assignment of a full-time state level consultant to provide technical assistance in the design and implementation of school district guidance and counseling programming. The consultant will participate in the five-year review cycle of each of Wisconsin's nine graduate level counselor preparation programs to ensure career/vocational counseling pre-service requirements.

5. Department staff will continue to work with the Wisconsin School Counselor Association (WSCA) and the Wisconsin Association For Counseling and Development to ensure that career/vocational guidance and counseling staff development needs of school counselors are adequately met.

6. The Department will continue to collaborate with the Wisconsin Career Information System (WCIS) and Wisconsin SOICC (State Occupational Information Coordinating Council) to provide school counselors and school staff with state of the art computer assisted career and occupational information systems and NOICC (National Occupational Information Coordinating Council) career and vocational education competencies.

7. Department staff will continue to work with statewide regional educational service agencies (CESA) to stimulate design and implementation of career/vocational developmental guidance activities in local district programs to ensure comprehensive K-12 guidance programs as well as ongoing staff development programs.

8. The Department guidance consultant will participate in the LEA and consortium proposal review process to ensure that counseling and guidance provisions of the act are being met.

O. Guidance and Counseling Assessment and Report

"As a component of the assurances described in paragraph (a)(15)(i) of this section, the State Board will annually assess and include in the State plan a report on the degree to which expenditures aggregated within the State for career guidance and vocational counseling form allocations under Title II of the Act are not less than expenditures for guidance and counseling with the State under the Carl D. Perkins Vocational Education Act in Fiscal or Program Year 1988." (Paragraph (a)(15)(i) in this paragraph refers to Regulation 403.32 and is given under N., immediately above.)

DPI Procedures to Ensure Compliance:

1. The Department will audit program expenditures relative to specific career counseling and guidance programming in accordance with the Act both for general school and special needs populations.

2. The Department counseling and guidance staff will participate in the proposal review process to ensure that LEA and consortium project goals and objectives include career/vocational counseling and guidance provisions required by the Act for general and special needs populations.

3. Department counseling and guidance staff will undertake a statewide regional staff development program to assist local guidance staff and academic/vocational program staff to integrate career counseling and guidance programming into LEA and consortium projects consistent with the provisions of the Act.

See also, Item O, under Part XII Assurances, WTCS, for a report on the amount of Perkins Act funds used to support Guidance and Counseling activities.

P. Fiscal Control and Fund Accounting

"The State will provide for such fiscal control and fund accounting procedures as may be necessary to ensure the proper disbursement of, and accounting for, Federal funds paid to the State, including those funds paid by the State to eligible recipients under the Act.

DPI Procedures to Ensure Compliance:

The State of Wisconsin provides for fiscal control and fund accounting necessary to assure proper disbursement of, and accounting for, federal funds paid to the State using two accounting systems. The WISmart system is prescribed by the Wisconsin Department of Administration for all state agencies. The Wisconsin Elementary and Secondary School Accounting System (WESSAS) is prescribed by the Department for use by all public elementary and secondary school districts in Wisconsin. Accounting for funds paid by the State to eligible recipients is the responsibility of the Department of Public Instruction's Federal Aids and Audit Section. The Financial Management Handbook is provided annually to all recipients.

Maintenance of Effort

Wisconsin elementary and secondary schools are required under Section 120.18, Wisconsin Statutes, to submit an Annual Report of their expenditures. Vocational education cost data compiled from that report will be used to verify the state's compliance with the maintenance of effort requirement contained in Section 502(a) of the Act.

XII. ASSURANCES

WTCSB

The State Board assures that the following requirements will be carried out and provides a description of how it will ensure that the requirements are met.

A. Compliance With Titles I, II, III, and V

A.1. "The State Board will comply with the applicable requirements of Titles I, II, III, and V of the Act and regulations implementing those requirements (including the maintenance of fiscal effort requirement of Regulation 403.182)."

WTCSB Procedures to Ensure Compliance:

The provisions of this plan and related documents demonstrate that the Board is administering the Act according to the requirements of the Act. Each year, the Board describes the progress it has made in achieving the goals set forth in the State plan in the Annual Performance Report required by the Act and by the U.S. Department of Education's Education Department General Administrative Regulations (EDGAR).

The Board is also subject to annual audits under the provisions of U.S. Office of Management and Budget Circular A-128 for compliance with fiscal and program requirements which cover its administration of the programmatic and fiscal provisions of the Act including Titles I, II, III, and V. The OMB circular requires, among other things, that these audits "determine whether the organization has complied with laws and regulations that may have a material effect on each major Federal assistance program."

In addition, the Board participated in the U.S. Department of Education's pilot compliance monitoring study which found, for the most part, that the Board had done a commendable job of implementing the Perkins Act in the State in accordance with the provisions of the Act. Following the pilot study, the Board took steps to rectify those oversights identified by the federal team.

A.2. The State Board assures (Reg. 403.182) "that the fiscal effort per student, or the aggregate expenditures of the State, from State sources, for vocational education for the fiscal year (or program year) preceding the fiscal year (or program year) for which the determination is made, at least equaled its effort or expenditures for vocational education for the second preceding fiscal year (or program year)."

WTCSB Procedures to Ensure Compliance:

Fiscal 1994-95 is the first State fiscal year covered by this plan. The second preceding year would be 1992-93. Since the Act was first passed in 1963, the State level of expenditures for vocational-technical education has increased every year. Current State appropriations for state aids for the WTCS districts indicate that such expenditures will continue to increase as required by the Act. In addition, the Board is audited annually under the single audit concept by the State Legislative Audit Bureau.

A.3. "Eligible recipients will comply with the requirements of Titles I, II, III, and V of the Act and the regulations implementing those requirements."

WTCSB Procedures to Ensure Compliance:

The State Board provides for compliance with the provisions of Titles I, II, III, and V of the Act by funded agencies through its application process which requires the districts to describe how they are meeting the requirements of the Act for the funds they are applying for. In addition, the Board's monitoring and evaluation procedures are designed to check for the compliance of funded agencies with the provisions of the Act, and the data collection system provides information which is used in assessing compliance.

B. Goals and Accountability for Special Populations

"The State Board and delegate agencies will develop measurable goals and accountability measures for meeting the needs of individuals who are members of special populations."

WTCSB Procedures to Ensure Compliance:

The State Board's measurable goals and accountability measures for meeting the needs of individuals who are members of special populations are those standards and measures established under the provisions of Section 115 of the Act for all Perkins supported activities and Technical College programs. The Board's goals are that members of special populations shall achieve the standards set for all students in the same proportion as all students are expected to attain them.

C. Monitoring

"The State Board will conduct adequate monitoring of projects, services and activities conducted by eligible recipients to ensure that the eligible recipients are meeting the goals described in paragraph (a)(3) of this section." (Paragraph (a)(3) refers to Regulation 403.32 and is given under B., immediately above.)

WTCSB Procedures to Ensure Compliance:

The required monitoring will be done through the application of the measures to the standards developed by the Board. The measures are determined for all students and for each population with special need. For example, in the case of students with disabilities, if a program or VEA supported activity enrolled or served persons with disabilities and those students achieved the standard for a given measure, then the program or activity met one of the goals established in accordance with 403.32(a)(3) and likewise for the other goals. Similarly, if members of special population groups are not achieving one or more of the standards, the monitoring procedures would reveal what goal or goals were not being met.

D. Private Secondary School Special Populations

"To the extent consistent with the number and location of individuals who are members of special populations enrolled in private postsecondary schools, the State will provide for the participation of those individuals in the vocational education projects, services, and activities assisted under Regulation 403.112 and 403.113."

This requirement does not apply to the postsecondary/adult level. See this item under DPI, above, for a description of how the State ensures compliance with this assurance.

E. Compliance With Basic Grant Funds Allocations

"The State will comply with the provisions of Regulation 403.180 and will distribute all of the funds reserved for the Secondary School Vocational Education Program and the Postsecondary and Adult Vocational Education Programs to eligible recipients pursuant to Regulations 403.112, 403.113, and 403.116."

WTCSB Procedures to Ensure Compliance:

Funds available to the State Board for expenditure under Title II, Basic State Grants for Vocational Education, will be allocated by Requests for Proposals (RFP's) for Section 221, Programs for Single Parents, Displaced Homemakers, and Single

Pregnant Women; and Section 222, Sex Equity Programs. Funds available under Section 225, Programs for Criminal Offenders, will be expended by the Department of Corrections as provided for by the Act in Section 225. Funds for State Programs will be used by the Board to provide State Programs and State Leadership. The majority of funds available under the Basic Grant will be allocated to the WTCS districts on the basis of the formula described in Section 232(a): "Each such eligible institution (WTCS district) shall receive an amount that bears the same relationship to the amount of funds available under such section (Section 232) as the number of Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in programs meeting the requirement of Section 235 (for vocational education programs) offered by such institution (district) in the preceding fiscal year bears to the number of such recipients enrolled in such programs within the State in such year." (Parenthetical expressions added.)

The formula funds available to the WTCS districts shown in Section XI, WTCSB PROPOSED USE OF VEA FUNDS, are based on current year funding levels.

F. Standards and Measures

"The State will develop and implement a system of standards for performance and measures of performance for vocational education programs at the State level that meets the requirements of Regulations 403.201 and 403.202."

WTCSB Procedures to Ensure Compliance:

The system of standards and measures required to be developed by Section 115 of the Act provides that such system was to be implemented before the end of the two year period beginning on the date of enactment of the Act. The system of standards and measures established for use by the WTCS districts in the conduct of their evaluations was implemented on or before September 26, 1992 as required. Section 115 of the Act required the appointment of a Committee of Practitioners to review, comment on and propose revisions to a draft proposal of standards and measures developed by the State Board. The Committee was to be composed of:

1. Representatives of local educational agencies, who shall constitute a majority of the members of the Committee;

2. School administrators;

3. Teachers;

4. Parents;

5. Members of local boards of education;

6. Representatives of institutions of higher education; and

7. Students.

The Committee was appointed by the State Board within the 30 days of enactment of the law as required by Section 115. The Committee was selected from nominees solicited from the groups and individuals listed in Section 115 who were required to be consulted. Approximately 120 individuals representing the various groups listed in Act Section 512 were suggested for appointment to the Committee of Practitioners. From these, the State Board selected seven individuals and the Department of Public Instruction selected seven so that each level would have persons familiar with it sitting on the Committee.

The Committee is composed of four school administrators, two teachers, two parents, two members of local boards of education, two representatives of institutions of higher education and two students. The school administrators, teachers, and members of local boards of education are also representatives of local educational agencies and constitute a majority of the membership.

The Committee was convened for the first time on March 21, 1991, and presented with an overview of its duties relative to the development of the system of core standards and measures of performance. The definitions of what a performance measure and a performance standard are were given along with an explanation of the relationship between the two. A series of examples of measures and standards were presented in terms of learning, the labor market, and equal access. Since that first meeting the committee has met at least quarterly.

The standards and their respective measures developed in consultation with the Committee of Practitioners are:

1. Thirty-five percent of the students in a program are expected to have graduated.

2. Seventy-five percent of the graduates of a program are expected to have found employment within six months of the end of the school year.

3. Twenty-five percent of students who were in remedial basic skills are expected to have completed at least one occupational course.

4. Fifteen percent of students who received services through VEA supported activities are expected to have become employed. This standard is under review and not in current use because most of the funds available to the Board are being used for the enrollment and retention of members of special populations.

The review is to determine if the measure itself does provide useful information for evaluating the success of funded activities; and if it does, is the standard realistic in terms of the intent of the activities.

5. Forty percent of students who received services through VEA supported activities are expected to have achieved one to three training outcomes. Examples of possible training outcomes are "enrolled in occupational program/course" and "entered training program in other educational institution."

Under the initial post-secondary performance measures and standards, academic gains were to be determined by Measure 1, postsecondary program graduates which measures the student success rate in gaining or mastering the full range of competencies and knowledge provided by a program; and Measure 3, remedial basic skills which measures the success rate of students in gaining or acquiring the basic skills they needed in order to succeed in their occupational programs.

In its continuing efforts to improve its measures and standards, the Board plans on deleting current Measure 3 and adding a new measure which will be based on the rate of successful course completion for all courses taken by vocational-technical program students. This new measure is made possible by a revision to the Board's Client Reporting System and will provide a finer measure of student competency gains. In addition, as noted above, Measure 4 is under review and will probably be discontinued.

These measures, as well as the other measures described above, also relate to the optional standards and measures cited by the Act:

Student Competency Attainment is determined primarily by Measure 2, above; and secondarily by Measure 1.

Job or Work Skill Attainment is determined by the results of Measures 1 and 2.

Retention in School is primarily determined by Measure 1.

Placement is determined by Measure 2.

State staff developed the procedures for implementing the evaluation requirements of the Act including the development and implementation of the performance standards and measures as described above. Data for the standards and measures are submitted to the Board by the Technical College Districts under the requirements of the Board's Client Reporting System. The Board calculates how well each district did in meeting the standards and forwards the results to the districts for their use in evaluating their programs and Perkins funded projects.

The districts are required to review the results in terms of how well they met the standards and to develop plans of improvement to rectify any shortcomings. The program improvement plans are reviewed by the Board. In addition to the disseminated performance standards and measures, the districts are directed to address the question of access. Evidence is required that the results of their evaluations and proposed program improvement plan have been actively reviewed by an acceptable advisory group.

If a district continues to have problems in meeting the standards, the Board will assist such district in revising its program improvement plan. In addition, the Board is in the process of revising its evaluation directive to require coordination with the standards and measures established under Perkins.

G. Section 221 Need and Displaced Homemakers

"In the use of funds available for programs for single parents, displaced homemakers, or single pregnant women under Regulation 403.81, the State will--(i) Emphasize assisting individuals with the greatest financial need, and (ii) give special consideration to displaced homemakers who, because of divorce, separation, or the death or disability of a spouse, must prepare for paid employment.

WTCSB Procedures to Ensure Compliance:

The Request for Proposals for use of funds available to serve Single Parents, Displaced Homemakers and Single Pregnant Women requires applicants to meet the requirements of the Act pertaining to serving those persons specified in Section 221 who have the greatest financial need and also to give special consideration to serving displaced homemakers.

H. Non-Traditional Training and Services

"The State will furnish relevant training and vocational education activities to men and women who desire to enter occupations that are not traditionally associated with their sex."

WTCSB Procedures to Ensure Compliance:

All programs and courses offered by the WTCS districts are open to enrollment by members of either sex. In addition, seven of the nine funding priorities established for the use of Sex Equity Program funds are aimed at promoting the enrollment of individuals in programs non-traditional for their sex; and their retention, completion and placement in non-traditional occupations.

I. Personnel and Curriculum Development

"The State will fund programs of personnel development and curriculum development to further the goals identified in the State plan."

WTCSB Procedures to Ensure Compliance:

The consortia established pursuant to Title III, Part E, Tech-Prep Education will use funds available under this part for curriculum and professional development activities; and funds available for State Programs under Title II, Part A, will also be used to provide for curriculum and personnel development.

J. Populations With High Rates of Unemployment

"The State has thoroughly assessed the vocational education needs of identifiable segments of the population in the State that have the highest rates of unemployment, and those needs are reflected in and addressed by the State plan."

WTCSB Procedures to Ensure Compliance:

Those identifiable groups in the State's population that have the highest rates of unemployment are located in the central city area of Milwaukee and on the American Indian reservations which are located primarily in the northern half of the State. The needs of these groups have been identified and assessed by the Governor's Commission on Minority Participation in Vocational-Technical Education (Executive Report; "Strategies for Success;" October, 1990). In response to this report, the State Board targeted the Basic Grant formula funds to providing programs, services and activities to members of special populations. The intention is that the districts will use these funds to serve minorities who are also members of the special population groups identified by the Act. In this way, those districts with service areas containing those population groups with the highest rates of unemployment are encouraged to address their needs with the VEA funds available to them.

K. Cooperation With the State Council

"The State Board will cooperate with the State council in carrying out the Board's duties under the State plan."

WTCSB Procedures to Ensure Compliance:

Staff from the State Board and the Bureau for Vocational Education of the Department of Public Instruction met with the Council or its Planning Committee in relation to the implementation of the Act beginning on October 11, 1991. A representative of the State Board and of the Bureau for Vocational Education, DPI, regularly attends meetings of the Council in order to report on Board and Bureau operations. Between Council meetings, contact is maintained with the Council through its Executive Director so that the Council is kept abreast of the actions of the Board and the Bureau. This cooperative effort on the part of the Board, the Bureau for Vocational Education and the Council will be continued throughout the term of the Act.

In developing this plan, representatives of the Board and the Department of Public Instruction met with the Council on June 14, 1993; and with the Council's Planning Committee on November 16, 1993. See also I., Wisconsin Council on Vocational Education, in Section XIV, below.

L. Restriction Against Financial Benefit

"None of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which that acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization."

WTCSB Procedures to Ensure Compliance:

The State Board guidelines for the development of plan/applications require agencies requesting VEA funds available from the Board to comply with all of the requirements set forth in the Act, the Rules and Regulations thereunto, and the guidelines themselves. In addition, the WTCS districts are subject to annual audits which cover their use of federal funds.

M. Secondary Comparability of Schools

"State and local funds will be used in the schools of each local educational agency that are receiving funds under the Act to provide services that, taken as a whole, are at least comparable to services being provided in schools in those agencies that are not receiving funds under the Act."

This requirement does not apply to the postsecondary/adult level.

N. Guidance and Counseling

"The State will provide leadership (qualified by experience and knowledge in guidance and counseling), supervision, and resources for comprehensive career guidance, vocational counseling, and placement programs."

WTCSB Procedures to Ensure Compliance:

The State Board's Student Services Consultant provides State leadership for guidance and counseling activities. This position is located in the Bureau of Student and Support Services.

The Board has made Guidance and Counseling for members of special populations its number one priority for the use of Basic Grant formula funds. To further the support of guidance and counseling activities, the Board is requiring the WTCS districts to expend at least as much on such activities out of their formula funds during each year of the two-year plan period as they spent in fiscal year 1988.

O. Guidance and Counseling Assessment and Report

"As a component of the assurances described in paragraph (a)(15)(i) of this section, the State Board will annually assess and include in the State plan a report on the degree to which expenditures aggregated within the State for career guidance and vocational counseling form allotments under Title II of the Act are not less than expenditures for guidance and counseling with the State under the Carl D. Perkins Vocational Education Act in Fiscal or Program Year 1988." (Paragraph (a)(15)(i) in this paragraph refers to Regulation 403.32 and is given under N., immediately above.)

WTCSB Procedures to Ensure Compliance:

During the fiscal year from July 1, 1977 through June 30, 1988, the State expended $1,876,500 (rounded) of federal vocational education act funds to support Guidance and Counseling activities under the provisions of Perkins I. Eighty-four percent of these funds ($1,578,450) were used at the postsecondary/adult level and 16 percent ($298,050) at the secondary level.

During comparable months, the State used $2,735,700 in fiscal 1992 and $2,667,000 in fiscal 1993 to provide Guidance and Counseling activities under the provisions of Perkins II. The $68,700 difference in expenditures between the two years results from a decrease in expenditures at the secondary level of $261,400 and an increase of $192,700 at the postsecondary/adult level.

P. Fiscal Control and Fund Accounting

"The State will provide for such fiscal control and fund accounting procedures as may be necessary to ensure the proper disbursement of, and accounting for, Federal funds paid to the State, including those funds paid by the State to eligible recipients under the Act.

WTCSB Procedures to Ensure Compliance:

The Bureau of Budget, Finance, and Management uses a reimbursement system to disburse VEA funds to the districts; i.e., the district expends its own funds on approved activities under the Act and then the Board reimburses the districts for a percentage of their costs which may range up to 100 percent of cost depending upon the Act section under which a district submits a claim for reimbursement. VEA funds are accounted for by district, by Act section and by allowable activities.

In addition, both the State Board and the WTCS districts are subject to annual audits which cover the use of VEA funds.

XIII. DESCRIPTIONS

DPI

A. Delegation

Except with respect to the functions specifically reserved to the State Board by the Act, the State Board may delegate any of its other responsibilities involving administration, operation or supervision; in whole or in part, to one or more appropriate State agencies. Each State shall include a description of any allowable delegation of functions in its State plan, or amendments to such plan, submitted to the Secretary.

DPI Response:

The Department of Public Instruction does not delegate any of its functions under paragraph (1) of this section.

B. Public Hearings

The State Board shall conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups an opportunity to present their views and make recommendations regarding the State plan. A summary of such recommendations and the State Board's or the Department of Public Instruction's responses to them shall be included in the State plan.

DPI Response:

The State Board in conjunction with the Department of Public Instruction held two public hearings on the plan for the use of federal VEA funds on December 15, 1993. See Section XIII., B., Public Hearings, WTCSB, below, for an expanded description of the public hearings.

C. Assessment Procedures and Results

Describe the procedures and results of each of the assessments required by Section 116(a), including the needs identified through the assessments.

DPI Response:

In meeting with the Committee of Practitioners on September 21, 1993, the Department of Public Instruction reviewed the various measures to be assessed for each of the Assessment Factors. At that time, a sample Needs Assessment Survey from another state was shared with the understanding the Department would be looking at developing its own version to augment and/or replace the proposed measures. A formal needs assessment instrument, based on the Section 116 and Section 113 criteria, was developed in the summer of 1993. Critical to obtaining the best possible program improvement needs information was the decision to organize the survey so that individual high schools would respond as opposed to having local districts respond. While the vast majority of Wisconsin public elementary and secondary school districts have only one high school, aggregated needs per multiple-high school district was not perceived as providing meaningful information nor would it provide a fuller urban "snapshot" of local program instruction and curriculum practices. A copy of the format used is included as an Appendix to this Plan.

This survey was mailed to Wisconsin 's 448 high schools in September, 1993, with a due date of October 1, 1993. As of October 15, 1993, 351 school districts with high schools had returned completed surveys for a return rate of 78 percent. The results of this survey were tabulated and statewide data was generated. In addition, statewide aggregate data from the 1993 Annual Tech Prep Report and summary data from the Vocational Education Enrollment Reporting System (VEERS) were both used as additional resources for assessment criteria data. While the VEERS system has been in existence for at least the last ten years, both the Annual Tech Prep Report and the Needs Assessment Survey were both completed by Wisconsin high school staff for the first time.

The following discussion lists each assessment factor, describes the measure(s) used to assess it, reports the statewide findings, and ends with a brief discussion of goals related to each.

1. Integration of academic and vocational education

Measure: Review of eight curriculum and instruction practices appropriate to achievement of integration of academic and vocational education and an assessment of types of resources used to support integration.

Results: Incorporating academic skills or topics into existing vocational courses and curricula and utilizing occupation-related applications and illustrations in academic instruction were reported as "In Place" by 76 percent and 71 percent of respondents respectively. Team teaching and establishment of systematic collaboration between vocational and academic instructors to develop or implement integrated course offerings were reported the least "In Place" (29 percent and 31 percent respectively). In-service training for both academic and vocational instructors was reported as "In Place" by 44 percent of respondents and the remaining practices were "In Place" for approximately one-third of respondents.

In terms of "Planned" activities, 50 percent of respondents indicated working toward establishing procedures of systematic collaboration and 45 percent indicated providing interdisciplinary courses combining vocational and academic methods and course content as the strategies of choice. The two strategies with the lowest "Planned" ratings were the same two rated highest for "In Place." The remaining items ranged from 33 percent-39 percent.

The top three "Not Planned" strategies included Team Teaching (35%), Using commercial curriculum resources (32%) and Developing business/industry partnerships with academic and vocational instructors to design specific units/topics (28%).

When combining the "In Place" rating with the "Planned" rating, the results are as follows:

Strategy	Combined %
Incorporate academic skills or topics into existing vocational courses and curricula	96%
Utilize occupation-related applications and illustrations in academic instruction	95%
Provide in-service training for academic and vocational staff on integration	83%
Provide interdisciplinary courses combining vocational and academic methods and course content	82%
Establish procedures for systematic collaboration between academic and vocational instructors to develop or implement integrated course offerings	81%
Use commercial curriculum resources specifically designed to integrate vocational and academic content	77%
Develop partnerships between business/industry personnel and academic and vocational instructors to design specific units/topics	72%
Provide opportunities for vocational and academic instructors to team teach	65%

Local high schools indicated they used the following resources to support integration. The following list is in order of highest use.

Type of Resource	In Use %
Applied Math (CORD)	23%
Locally developed materials	18%
Principles of Technology (CORD/AIT)	16%
Applied Communications (AIT)	15%
Applied Biology and Chemistry (CORD)	9%
WDPI Resources	6%
Curricula from other states	6%

2. Sequential courses of study leading to both academic and occupational competence.

Measure: Number of 11-14 Tech Prep curriculum maps between secondary and postsecondary institutions and statewide approved curriculum for Youth Apprenticeship.

Results: Based on a review of the 1991-92 Tech Prep Project Final Reports and the 1992-93 Tech Prep Project Mid-Year Reports, 134 different curriculum maps had been developed. At that time, Wisconsin Technical Colleges offered 151 different associate degree (e.g. 2-year) programs. These maps included state high school graduation requirements and completion of the Associate Degree.

Wisconsin's Youth Apprenticeship program requires standardized industry approved curricula for the related instruction in the specific occupational area. In addition, student schedules ensure that students will meet high school graduation requirements. Students must be awarded credit for both the academic and work-based learning components. Advanced standing or dual credit awards from the technical college providing the related instruction are determined under conditions approved by the Wisconsin Technical College System. As of October, 1993, two approved programs exist: Printing/Graphic Arts and Financial Services (Banking). Six additional programs are planned to be in operation by fall, 1994, and include Health, Auto Technology, Biotechnology, Metalworking, Insurance, and Engineering Technician.

3. Increased skill attainment and job placement.

Measure: Student enrollment/completion data from the Vocational Education Enrollment Reporting System (VEERS), numbers of students successfully completing advanced standing or dual credit tech prep courses, high school implementation of career development strategies and incidence of eligible-recipient based placement services.

Results: The FY 92 VEERS Summary indicates the following enrollment and program completion statistics from districts participating in the Carl Perkins funding.

Grade Level	Total HS Enrolled	Enrolled in Voc Ed	Total # Completing	Completion Rate
11-13	95,861	51,160	16,645	32.5%

This statewide aggregate can be further broken out to provide more meaningful data. The following chart provides grade level detail.

Grade Level	Total HS Enrolled	Enrolled in Voc Ed	Total # Completing	Completion Rate
11	49,029	28,114	Not applicable	Not applicable
12th	44,873	32,589	13,505	41.1%
13th/Ungraded	1,959	61	19	31.1%

It is appropriate to provide more detail regarding what the respective columns in the above charts represent. Grade Level relates to the last two years of high school (e.g. 11 and 12) while grade 13 refers to Ungraded students, usually members of special populations, who for whatever reason do not most accurately fit into either 11 or 12 and have not yet completed their high school experience. Total High School Enrolled represents the total 11-13 enrollment capacity for all high schools participating in Carl Perkins. The Enrolled in Vocational Education column represents only those students who have taken a series of vocational courses leading to a specific postsecondary pathway. Numbers Completing are generally only graduating seniors who have also completed a vocational education sequence are counted in this column. (Since 11th graders still have one more year to graduate, they are classified as "Continuing" students within the VEERS system.) Completion Rate, then, merely becomes a percentage comparison of the numbers completing divided by the total number enrolled in voc ed.

The 1993 Annual Tech Prep Report asked school districts to quantify numbers of advanced standing or dual credits as well as to report the respective number of students enrolled in them. Staff from 382 high schools completed this survey covering the 1992-93 school year with the following results.

# Advanced Standing Courses	# Students Enrolled
1,296	32,721

# Dual Credit Courses	# Students Enrolled
578	15,989

The incidence of work-based learning methodologies and placement services was assessed with the following results.

Work-based Method	% High Schools Utilizing
Supervised Occupational Experience	12.5%
Cooperative Occupational Education	8.3%
Other Methods	3.3%
Youth Apprenticeship	1.0%
Registered (Adult) Apprenticeship	1.0%

These results were affirmed by the 1993 Tech Prep Annual Report which indicated 8 percent of responding high schools offered work-based learning as a part of their total high school program. In terms of placement services, 30 percent of respondents indicated they were not provided at all, 23 percent indicated they provided school-wide services, 23 percent indicated services were provided through each vocational education program area separately and/or individually, and 3 percent indicated they were provided centrally and only for vocational education students.

Finally, the Needs Assessment Survey asked for the extent to which specific career development strategies had been implemented in Wisconsin high schools. These strategies are based on the Wisconsin Developmental Guidance Model.

In terms of high schools indicating various strategies were "In Place," the following strategies were ranked highest:

Rank	Strategy	% In Place
1	Career counseling	95%
2	Educational advisement	94%
3	Career interest assessment	93%
4	Field trips to business/industry/technical colleges	92%
5	Community resource speakers	91%

In terms of the "Planned" category, the following top five responses were indicated.

Rank	Strategy	% Planned
1	Individualized career plans/portfolios	53%
2	Mentoring of students by business/industry personnel	27%
3	Career exploration integrated in curriculum	19%
3	Support groups for non-traditional career students	19%
5	Career resource center	17%

It is also appropriate to note those strategies high schools indicated were "Not Planned" for implementation. The following top five responses were provided.

Rank	Strategy	% Not Planned
1	Support groups for non-traditional career students	66%
2	Mentoring of students by business/industry personnel	42%
3	Career exploration courses	22%
4	Job shadowing	17%
5	Career aptitude assessment	12%

Overall, however, the vast majority of Wisconsin high schools indicate they have either implemented or plan to implement all but two career development strategies.

Strategy	% In Place/Planned
Career interest assessment	99%
Career counseling	99%
Educational advisement	98%
Field trips to business/industry/technical colleges	97%
Career exploration integrated in curriculum	96%
Computerized career information system	94%
Career resource center	93%
Career days/fairs	92%
Individualized career plans/portfolios	91%
Career aptitude assessment	89%
Job shadowing	83%
Career exploration courses	78%
Mentoring of students by business/industry personnel	58%
Support groups for non-traditional career students	34%

4. Increased linkages between secondary and post-secondary institutions.

Measure: Number of districts with high schools with advanced standing or dual credit course agreements and number of students enrolled.

Results: The 1993 Annual Tech Prep Report asked school districts to quantify numbers of advanced standing or dual credits as well as to report the respective number of students enrolled in them. Staff from 382 high schools completed this survey covering the 1992-93 school year with the following results.

# Advanced Standing Courses	# Students Enrolled
1,296	32,721

# Dual Credit Courses	# Students Enrolled
578	15,989

Wisconsin also required Tech Prep Project Consortiums funded through Title III-E to spend a specific amount of project funds on joint technical college/high school staff development activities designed to facilitate development and implementation of Tech Prep Programs. The following chart highlights the types of staff development activities undertaken in FY 92.

Activity	% of Total
Awareness/Understanding	50%
Technical Curriculum Writing	11%
Planning/Logistics for Implementation	17%
Policy Review	9%
Developing Applied Academics	5%
Other	7%

5. **Instruction and experience, to the extent practicable, in all aspects of the industry the students are preparing to enter.**

Measure: Comparison of percentage of instructional time spent on the various components of "all aspects of the industry," greatest staff development need rankings for the same components and incidence of work-based learning methodologies and placement services.

Results: The Needs Assessment Survey requested average percentages of instructional time devoted to topical areas involved in the federal definition of "all aspects of the industry" by vocational education program area. Given that secondary programs are less skill-based than postsecondary programs, it was appropriate to align the components into broader skills and knowledges areas for the Survey. The following chart describes the results.

Topical Area	AG	BE	FCE	HO	ME	TE
Technical and/or Production skill training.	30%	50%	30%	25%	29%	45%
Related academic competencies, problem solving and critical thinking skills.	25%	20%	30%	25%	30%	20%
Principles underlying technology and principles of planning, management and finance.	20%	15%	20%	10%	20%	15%
Labor, community health, safety and environmental issues,	15%	5%	10%	20%	10%	10%
Unrelated course content.	10%	5%	10%	10%	5%	5%

Since these averages of the above percentages were reported by individual vocational education program area, it would be inappropriate to average the reported percentages across disciplines because it would not constitute a description of statewide curriculum and instruction practices. However, it is important to note the high levels of similarity of percentages between the disciplines. This similarity was reinforced by the rankings for greatest staff development needs. Based on the Needs Assessment Survey, the following list represents a consistent picture for all vocational education program areas.

Topical Area	Ranking
Related academic competencies, problem solving and critical thinking skills.	1st
Technical and/or production skill training.	2nd
Principles which underlie technology, and principles of planning, management and finance.	3rd
Labor, community health, safety and environmental issues	4th

The first choice was unanimous while the second had only one vocational education program area ranking it less than first. The third and fourth ranked areas were also very similarly assessed.

Finally, the incidence of work-based learning methodologies and placement services was assessed with the following results.

Work-based Method	% High Schools Utilizing
Supervised Occupational Experience	12.5%
Cooperative Occupational Education	8.3%
Other Methods	3.3%
Youth Apprenticeship	1.0%
Registered (Adult) Apprenticeship	1.0%

These results were affirmed by the 1993 Tech Prep Annual Report which indicated 8 percent of responding high schools offered work-based learning as a part of their total high school program. In terms of placement services, 30 percent of respondents indicated they were not provided at all, 23 percent indicated they provided school-wide services, 23 percent indicated services were provided through each vocational education program area separately and/or individually and 3 percent indicated they were provided centrally and only for vocational education students.

6. The ability of eligible recipients to meet the needs of special populations with respect to vocational education.

Measure: Comparison of incidence of special population and regular student enrollment and program completion with support services provided for special population students.

Results: FY 92 VEERS data indicates the following basic data regarding incidence of representatives of individuals who are members of special populations in Wisconsin high schools.

Total High School 11-13 Enrollment	Total EEN Enrollment	Total LEP Enrollment	Total Disad. Enrollment	Total Regular Enrollment
95,861	7,585	668	22,517	65,091
(100%)	(7.9%)	(0.7)	(23.5%)	(67.9%)

In terms of student enrollment in vocational education programs assisted by the Act, the following breakout occurred.

Total 11-13 Enrollment	Total Male Enrollment	Total Female Enrollment	Total EEN Enrollment	Total LEP Enrollment	Total Disad. Enrollment
51,160	23,463	27,697	4,124	315	13,663
(100%)	(45.9%)	(54.1)%	(8.1%)	(0.6%)	(26.7%)

Based on these two sets of figures, it is clear the individuals who are members of special populations are entering vocational education programs at a rate higher than their occurrence in the total high school population. In terms of their completion rates, the following chart provides the information.

Total # Completers	Total Male Completers	Total Female Completers	Total EEN Completers	Total LEP Completers	Total Disad. Completers
13,524	6,841	6,683	948	65	2,962
(100%)	(50.6%)	(50.4%)	(7.0%)	(0.5%)	(21.9%)

As is evident from the above, special population groups are both entering and completing Wisconsin's vocational education programs assisted by the Act at roughly the same rate as their incidence in the total high school population.

Nineteen specific support services designed to assist members of special populations in successfully completing their chosen education programs were also assessed as a part of the Needs Assessment Survey. The following data highlights those findings. Given the divergent educational needs of the respective groups, each will be reported separately.

Students with Disabilities: The single highest reported service was Special Adaptive Equipment and/or Devices (67%). The following chart provides a list of others reported most often.

Support Service	% Providing
Special Adaptive Materials/Supplies	42%
Interpreter	42%
Special Placement/Transition Services	41%
Instructional Aides/Paraprofessionals	40%

The least provided support services for this group include English as a Second Language (13%), Lab Fees & Supplies (19%), Dependent Care (23%), Support Groups (24%), Mentoring (26%) and Tutoring (26%). The remaining eight services were provided by a range of high schools from 28 percent to 39 percent.

Academically Disadvantaged: Fifteen support services were provided from 22 percent to 29 percent of Wisconsin high schools. Interpreters and Dependent Care were reported least (9 percent and 7 percent respectively). Special Adaptive Equipment/Devices and Transportation were both reported by 17 percent of respondents.

Economically Disadvantaged: Lab Fees & Supplies were reported by 40 percent of respondents. English as a Second Language, Special Adaptive Equipment/Devices and Interpreters were reported at 9 percent, 6 percent and 5 percent respectively. The remaining fifteen services were reported by a range from 12 percent to 18 percent.

Limited English Proficient: Two services were reported at rates way above the rest: English as a Second Language (52%) and Interpreter (35%). All others were reported at 10 percent or less.

7. Raising the quality of vocational education programs in schools with high concentrations of poor and low-achieving students.

Measure: Program enrollment, completion and placement rate comparisons for eligible recipients/consortiums designated as economically distressed with state averages.

Results: First of all, 160 eligible recipients are designated as economically depressed for Carl Perkins purposes. This represents 53 percent of all participating eligible recipients. In addition, their combined eligible 11-13 student enrollments represent 59 percent of the state totals for participating schools.

In terms of program completion and follow-up, their reported student data represents 60 percent and 40 percent respectively. In other words, economically depressed high schools accounted for 60 percent of participating district students who completed a vocational education program and graduated in 1991-92. In terms of the follow-up related to that group, 40 percent of this group was reported with some of the following post-high school outcomes.

Activity	% Students/Statewide
Education - Related	24%
Education - Unrelated	20%
Employed - Related	9%
Employed - Unrelated	11%
Military - Related and Unrelated	3%
Not in Labor Force	1%
Unemployed	2%
Unknown	30%

Please refer to the discussion in response to Factor #6 previously regarding incidence of academically and economically disadvantaged students and their corresponding vocational education program enrollment and completion data.

Wisconsin Standards and Performance Measures include one related to special population students' participation in vocational education. Based on the FY 92 VEERS data, while 34 percent of the general student body statewide are members of special population groups, 36 percent of vocational education enrollees participating in vocational education programs are members of special populations.

Sixty-two percent of participating districts were in compliance with this standard (149 districts) while 38 percent were not (92 districts). Sixty-two districts did not report their data and were not included in this first report's data base.

8. **The relevance of programs to the workplace and to the occupation for which students are to be trained, and the extent to which such programs reflect a realistic assessment of current and future labor market needs, including needs in areas of emerging technologies.**

Measure: Comparison of eligible recipient course content review timelines and practices with strategies used to obtain input from employers in determining course content.

Results: The Needs Assessment Survey asked how often course content was formally reviewed to determine if changes were needed. Thirty-five percent of respondents indicated this occurred every year. Twenty-four percent indicated this review took place at least every three years and an additional 31 percent indicated this was completed at least every five years. Given that Wisconsin's voluntary, formal curriculum review process has historically used a five-year cycle, it is important to note some 59 percent of respondents indicated this occurred more frequently in vocational education. The Survey also asked for ratings of strategies which are used to determine course content. While originally gathered by vocational education discipline, the similarity of response allows for the following summation for all.

Strategy	Incidence of Use
Instructor occupational experience	Usually/Always
Student interest	Usually/Always
Business/industry contacts	Usually/Always
Contact with other instructors/staff teams	Usually/Always
Labor market report analysis	Sometimes
Local employer surveys	Sometimes
Advisory committee input	Sometimes
Review of professional journals	Sometimes
Special populations needs	Sometimes
Contact with DPI/WTCS/UW staff	Sometimes
Competencies identified by business, industry and/or labor	Sometimes

In addition, the 1993 Tech Prep Annual Report asked for numbers related to Business and Industry Internships designed for systematic observation and/or application of the knowledge and skills currently being used in a business/industry setting. Such internships were to be specifically designed to determine if and/or how curriculum, instruction and/or counseling needed to be improved and must have been at least two full working days in duration. Recognizing that method is simply one more strategy, it is of some note that only 519 teachers, counselors and administrators out of over 66,000 professional staff in Wisconsin school districts have engaged in that activity.

9. The ability of the vocational curriculum, equipment and instructional materials to meet the demands of the workforce.

Measure: Eligible recipient ranking of areas needing the greatest need for improvement in order to best prepare students to meet current workforce demands and incidence of educator internships in business and industry.

Results: The Needs Assessment Survey asked for rankings of highest to lowest needs for program improvement. Again, this question was organized by vocational education program area, but responses were similar enough between them to report the results as indicative of a total statewide ranking. The following chart provides the highlights.

Area	Ranking
Equipment	Highest need
Instructional materials	Close second
Curricula	Distant third
Facilities (classroom/lab space)	Unanimous fourth place ranking

These same four areas were also assessed in terms of local high school program revision/upgrading activity during the past two years. The following statewide averages were reported.

Area	% Indicating Change
Curricula	32%
Instructional materials	31%
Equipment	24%
Facilities (classroom/lab space)	13%

In addition, the 1993 Tech Prep Annual Report asked for numbers related to Business and Industry Internships designed for systematic observation and/or application of the knowledge and skills currently being used in a business/industry setting. Such internships were to be specifically designed to determine if and/or how curriculum, instruction and/or counseling needed to be improved and must have been at least two full working days in duration. Recognizing that method is simply one more strategy, it is of some note that only 519 teachers, counselors and administrators out of over 66,000 professional staff in Wisconsin school districts have engaged in that activity.

Additional data regarding the incidence of work-based methodologies used throughout the state as well as placement services are discussed in response to the previous criteria.

10. Basic and higher order current and future workplace competencies which will reflect the hiring needs of employers.

Measure: Comparison of greatest need for staff development and program content strategies rankings with strategies used to determine course content and extent of implementation of specific career development strategies.

Results: Based on the Needs Assessment Survey, the following list represents which topical areas related to "all aspects of the industry" were deemed most needing change for all vocational education disciplines.

Topical Area	Ranking
Related academic competencies, problem solving and critical thinking skills.	1st
Technical and/or production skill training.	2nd
Principles which underlie technology, and principles of planning, management and finance.	3rd
Labor, community health, safety and environmental issues	4th

The first choice was unanimous while the second had only one vocational education program area ranking it less than first. The third and fourth ranked areas were also very similarly ranked.

The Survey also asked for ratings of strategies which are used to determine course content. While originally gathered by vocational education program area, the similarity of response allows for summation for all.

Strategy	Incidence of Use
Instructor occupational experience	Always
Student interest	Always
Business/industry contacts	Always
Contact with other instructors/staff teams	Always
Labor market report analysts	Sometimes/Usually
Local employer surveys	Sometimes/Usually
Advisory committee input	Sometimes/Usually
Review of professional journals	Sometimes/Usually
Special populations needs	Sometimes/Usually
Contact with DPI/WTCS/UW staff	Sometimes/Usually
Competencies identified by business, industry and/or labor	Sometimes/Usually

D. Proposed Use of Funds

DPI Response:

The proposed uses of federal funds available under the Act are set forth in Section VIII, DPI PROPOSED USE OF VEA FUNDS, and Section IX, WTCSB/DPI TECH-PREP PROVISIONS.

E. Goals and Accountability for Serving Special Populations

Describe the manner in which the State will comply with the criteria required for programs for individuals who are members of special populations and how such programs respond to the special needs of such students.

DPI Procedures to Ensure Compliance:

Section XIII.O. of this plan describes, by each Section 118 criteria, how the Department of Public Instruction assures compliance with the Act's requirements for individuals who are members of special populations.

F. Distribution of Funds

Describe the estimated distribution of funds to corrections educational agencies; local educational agencies, area vocational education schools or intermediate educational agencies; and eligible institutions.

DPI Response:

Eligible recipients desiring to receive assistance under the Act shall, according to requirements established by the Board or the Department, submit an application/plan covering the same period as this Plan for the use of such assistance. The Board or the Department shall determine the requirements for local applications (and amendments thereunto) except that each application shall:

1. Set forth the programs, services and activities proposed to be funded.

2. Describe the coordination with relevant programs conducted under the Job Training Partnership Act and the Adult Education Act to avoid duplication of effort.

Each local application shall be available for review and comment by interested parties including the appropriate administrative entity under the Job Training Partnership Act who is required to sign the application/plan.

The following describes the distribution of funds for the various parts of the Act:

Title II, Part B, Other State Administered Programs

1. Single Parent -- 100 percent on a competitive basis.

2. Vocational Equity -- 100 percent on a competitive basis.

3. Correctional Institutions -- 100 percent to Department of Health and Social Services which governs the correctional institutions for individuals 18 years or younger.

Title II, Part C, Secondary Vocational Education Programs Formula Allocation

$$\frac{\text{Number of Chapter I dollars received by an LEA in the preceding FY}}{\text{Number of Chapter I dollars received by the State in the preceding FY}} \times \text{70\% of the DPI portion of monies available for LEA formula distribution}$$

$$\frac{\text{Number of EEN students with IEPs served by an LEA in the preceding FY}}{\text{Number of EEN students with IEPS served by LEAs in the State in the preceding FY}} \times \text{20\% of the DPI portion of monies available for LEA formula distribution}$$

$$\frac{\text{Number of students enrolled in an LEA in the preceding FY}}{\text{Number of students enrolled in LEAs in the State in the preceding fiscal year}} \times \text{10\% of the DPI portion of the monies available for LEA formula distribution}$$

Title III, Special Programs

1. CBO -- 100 percent on a competitive basis with funding priority given to districts required to apply for additional state aid under Children At-Risk statute 118.153(2)(b)(1).

2. Consumer and Homemaking -- 100 percent on a competitive basis.

3. Tech-Prep -- refer to Section IX for a description of the allocation for Tech Prep RFP.

G. Criteria for the Approval of Applications

Describe the criteria that will be used in approving applications of eligible recipients.

DPI Response:

A copy of Department form PI-1341, Status of Vocational Education Application, is included in the 1994-95 Application guidelines. This is the form used by Department staff to review and make funding approval recommendations.

H. Basic Grant Funding Criteria

Describe the criteria that will be used for spending the amounts reserved for the State under the Basic Grant for Programs for Single Parents, Displaced Homemakers, and Single Pregnant Women; Sex Equity Programs; State Programs; State Administration; and Programs for Criminal Offenders.

DPI Response:

A description of how single parent, vocational equity, and criminal offender program funds will be distributed is included in the 1994-95 Application Guidelines.

Eight and one-half percent of the allotment shall be used for programs and activities described in Section 201.

Five percent of the allotment shall be used for state administration.

I. Labor Market Analysis for Funded Programs

Describe how funds expended for occupationally specific training will be used for occupations in which job openings are projected or available, based on a labor market analysis.

DPI Response:

The overriding concept for K-12 schools participating in the federal vocational education act is the attainment of the school-to-work transition through development of Tech-Prep and youth apprenticeship options within local district curriculum.

Development of such curriculum is necessarily based on various labor market demand information. Projection and trend information are required descriptions in local applications. (Details regarding the information requirements for the demand contextual factor are included in the 1994-95 Application Guidelines.)

Dependent upon such local factors as labor market demands, student needs, current K-12 and WTCS curriculum capacity and private sector partnerships, local strategies are to be designed to achieve the school-to-work transition which follow federal requirements and related state initiatives.

J. Accountability Reports

Describe in each State plan submitted after the fiscal years 1994 and 1995 plan, the progress the State has made in achieving the goals described in the preceding State plan.

DPI Response:

The Department provides the required description of progress under the provisions of Perkins II in the annual performance reports required by the Education Department General Administrative Regulations (EDGAR).

K. Administration

Describe the methods of administration that are necessary for the prompt and efficient administration of programs under the Act.

DPI Response

Local Administration

The Department of Public Instruction requires Title II-C eligible recipients to utilize the services of Local Vocational Education Coordinators (LVEC's). These individuals provide a broad range of administrative services to support the improvement of secondary vocational education programs in Wisconsin's high schools including technical assistance in program planning, development and improvement, data collection, program evaluation, business/industry partnership liaison, coordination and supervision of grants from the Carl D. Perkins Vocational and Applied Technology Education Act (VEA) and the Job Training Partnership Act (JTPA). Funding is limited to 5 percent of the formula allocation to eligible recipients under Title II, Part C.

State Administration

The Department of Public Instruction, through its Bureau for Vocational Education (BVE), is responsible for the elementary/secondary vocational education programs (see delegation certification). Administration and technical assistance is provided by staff in the BVE; this includes supervision and program consultation in vocational disciplines, program evaluation, planning, monitoring, equity, business/industry partnership liaison, and Job Training Partnership Act program development, coordination and supervision. Financial claims and payments are handled through Federal Aids and Audit Section staff with a Special Needs consultant and a Guidance and Counseling consultant through the Bureaus for Educational Equity Programs and the Bureau for Pupil Services respectively. Coordination with IDEA is through the Transition consultant in the Bureau for Exceptional Children, administrative arm for the Individuals with Disabilities Education Act. (See Section VIII, DPI PROPOSED USE OF VEA FUNDS.)

L. Performance Evaluations

Describe how the State is implementing performance evaluations with eligible recipients as prescribed by Section 117. Section 117 requires that each recipient of financial assistance under Title II, Part C, Secondary, Postsecondary, and Adult Vocational Education Programs, shall annually evaluate the effectiveness of the program conducted under this Act based on the standards and measures (or modifications thereto) developed under Section 115. As part of each evaluation, each recipient shall:

1. **Review programs, with the full and informed participation of representatives of individuals who are members of special populations to:**
    a. **Identify and adopt strategies to overcome any barriers which are resulting in lower rates of access to vocational education programs or success in such programs for individuals who are members of special populations; and**

    b. **Evaluate the progress of individuals who are members of special populations in vocational education programs assisted under this Act; and**

2. **Evaluate the progress of vocational education programs assisted under this Act in providing vocational education students with strong experience in and understanding of all aspects of the industry the students are preparing to enter.**

DPI Response:

Section 117 Program Evaluation Requirements are included in various sections of the Department's Project Application Guidelines. Page 9 of these guidelines includes a discussion of secondary level state core standards and measures of performance and how they are to be incorporated into local applications. Sections II.E.6 through E.8. of the Local Status part of the guidelines contain the specifics related to student outcomes, monitoring the provisions of vocational education for students who are members of special populations and the program evaluation standards used to measure progress in providing vocational education students with strong experience in and an understanding of all aspects of the industry the students are preparing to enter.

Local district performance against the Department's core standards and measures of performance are annually reported back to each district each summer through the District profile Report generated through the Department's student data system (Vocational Education Enrollment Reporting System or VEERS). Progress towards meeting other required criteria are annually reported back on the Department's Annual Achievement Reports. The results of these plan versus performance data sources are then to be included as possible priorities in the following years Project Initiative required to be included in the local districts applications for funds.

M. Coordination With Other Programs

Describe the methods proposed for the joint planning and coordination of programs carried out under this Act with programs conducted under the Job Training Partnership Act (JTPA), the Adult Education Act (AEA), Chapter 1 of Title I of the Elementary and Secondary Education Act (ESEA) of 1973, and with apprenticeship programs.

DPI Response:

Representatives of six state agencies, including DPI and WTCSB, continue to meet as the State Collaborative Planning team to develop a joint agency position on advancing state coordination goals. Initiated in response to the Job Training Partnership Act, this group has developed a draft paper which identifies state agency actions needed to facilitate continued improvements in coordinating delivery of local education job training, employment and related support services.

Key to these recommendations is the encouragement for LEA's in Wisconsin to participate in the Local Coordination Planning organized around JTPA service delivery areas throughout the state.

Department representatives to this group include the Director of the Bureau for Vocational Education and the Director of the Bureau for Educational Equity Programs. These two directors are collectively responsible for administration of the Carl Perkins Act, the Department's staff person associated with the state Youth Apprenticeship Program as well as the Elementary and Secondary Education Act and the Job Training Partnership Act.

In addition, the Department is undergoing an agency-wide reorganization headed by the Executive Assistant to the State Superintendent with the initial reorganization plan to be unveiled in January, 1994.

N. Applicant Appeal Procedure

Describe the procedures by which an area vocational school, intermediate educational agency or local educational agency may appeal decisions adverse to its interests with respect to programs assisted under this Act.

DPI Response:

This procedure is for use by an applicant wishing to appeal a decision of the Department which the applicant believes to be adverse to its interests or by parents, students, teachers or area residents wishing to appeal State or local decisions that influence the character of programs affecting their interests.

Appeals are to be filed with the State Superintendent within thirty (30) days of the action being appealed. The request must be in writing and must identify the action being appealed.

Within twenty (20) days of receipt of an appeal, the State Superintendent or designee will notify the appellant in writing of the time and place at which the Department will hold a hearing on the appeal.

The State Superintendent or designee will conduct the hearing. The hearing will be recorded and minutes or a transcript will be made. Within ten (10) days of the hearing, the applicant will be informed in writing of the action taken on its appeal and the reasons therefore.

Copies of all appeals, findings, etc., will be maintained in the offices of the Director of the Bureau for Vocational Education.

If an applicant is not satisfied with the final decision of the Department regarding an appeal, the applicant may appeal the decision to the Secretary of the U.S. Department of Education. Federal regulations require that such an appeal must be filed with the Secretary within 20 days after the applicant has been notified by the Department of its decision.

O. Compliance With Criteria for Serving Special Populations

Describe How the State Will Comply With the Provisions of Section 118

O.1. Equal Access

DPI Procedures to Ensure Compliance:

Wisconsin prohibits pupil non-discrimination through Statute 118.13 and PI 9 of the State's Administrative Code. A copy of the guidelines for Pupil Non-discrimination is included as an Appendix to the State plan and details the requirements LEAs must comply with along with the benchmarks and evaluation/implementation activities. Target groups identified in this state law are more inclusive than the federal definition of groups made up of individuals who are members of special populations. Recruitment, enrollment and placement are all activities covered by this state law. In addition, Assurance #1 on the Carl Perkins Application requires eligible recipients to "...assist students who are members of special populations in entering vocational education programs...".

The FY 92 VEERS Summary indicates the following enrollment and program completion statistics from districts participating in the Carl Perkins funding.

Grade Level	Total HS Enrolled	Enrolled in Voc Ed	Total # Completing	Completion Rate
11-13	95,861	51,160	16,645	32.5%

This statewide aggregate can be further broken out to provide more meaningful data. The following chart provides grade level detail.

Grade Level	Total HS Enrolled	Enrolled in Voc Ed	Total # Completing	Completion Rate
11	49,029	28,114	Not applicable	Not applicable
12th	44,873	32,589	13,505	41.1%
13th (Ungraded)	1,959	61	19	31.1%

It is appropriate to provide more detail regarding what the respective columns in the above charts represent. Grade Level relates to the last two years of high school (e.g. 11 and 12) while grade 13 refers to Ungraded students, usually members of special populations, who for whatever reason do not most accurately fit into either 11 or 12 and have not yet completed their high school experience. Total High School Enrolled represents the total 11-13 enrollment capacity for all high schools participating in Carl Perkins. The Enrolled in Vocational Education column represents only those students who have taken a series of vocational courses leading to a specific postsecondary pathway. Numbers Completing are generally only graduating seniors who have also completed a vocational education sequence are counted in this column. (Since 11th graders still have one more year to graduate, they are classified as "Continuing" students within the VEERS system.) Completion Rate, then, merely becomes a percentage comparison of the numbers completing divided by the total number enrolled in voc ed.

The Wisconsin Department of Public Instruction's *Project Application Guidelines* require each applicant to "Describe how the district(s) will monitor provision of vocational education to individuals who are members of special populations." Written criteria applied to this portion of each local application requires that they "indicate who will be responsible for checking to ensure that these provisions are met on an ongoing basis." Participating districts are also required, in writing, to ensure that equal access is provided to students who are members of special populations in recruitment and placement. On-site records used as part of the monitoring process to ensure compliance include "recruitment materials and activities" and "placement comparisons." Activities that are supported with VEA funds are monitored by State and local staff.

Each applicant for funds must submit a signed assurance certifying that "Equal access shall be provided to handicapped and disadvantaged individuals in recruitment, enrollment, and placement activities."

O.2. Special Populations Non-Discrimination

DPI Procedures to Ensure Compliance:

Wisconsin Pupil Non-discrimination Guidelines and the response to XIII.O.1. address special populations non-discrimination. All groups identified in the Perkins definition of special population "groups" are included as protected groups in Wisconsin law.

The Wisconsin Department of Public Instruction's *Project Application Guidelines* require each applicant to "Describe how the district(s) will monitor provision of vocational education to individuals who are members of special populations." Written criteria applied to this portion of each local application requires that they "indicate who will be responsible for checking to ensure that these provisions are met on an ongoing basis." Participating districts are also required, in writing, to ensure that "students who are members of special populations [are] provided equal access to the full range of vocational education programs, services, or activities including occupational specific courses of study, cooperative education, apprenticeship programs, and to the extent practicable, comprehensive guidance and counseling services." On-site records used as part of the monitoring process to ensure compliance include "enrollment comparison by program," "records of participation" and "guidance assignments." Activities that are supported with VEA funds are monitored by State and local staff.

Each applicant for funds must submit a signed assurance certifying that "...this access will be provided to the full range of applied technology programs available to individuals who are not members of special populations, including occupationally specific courses of study, cooperative education, and apprenticeship programs."

O.3. Least Restrictive Environment for Individuals with Disabilities

DPI Procedures to Ensure Compliance:

The Individuals with Disabilities Education Act requires this as a part of the development process related to the Individual Education Plan (IEP) required for students with disabilities. Wisconsin Pupil Non-discrimination Guidelines also address the least restrictive environment for handicapped.

The Wisconsin Department of Public Instruction's *Project Application Guidelines* require each applicant to "Describe how the district(s) will monitor provision of vocational education to individuals who are members of special populations." Written criteria applied to this portion of each local application requires that they "indicate who will be responsible for checking to ensure that these provisions are met on an ongoing basis." Participating districts are also required, in writing, to ensure that "vocational education programs, services and activities [are] provided in the least restrictive environment in accordance with P.L. 101-476, Individuals with Disabilities Education Act, and whenever appropriate, included as a component of the individualized education program (IEP)." On-site records used as part of the monitoring process to ensure compliance include "enrollment comparison " and "copies of IEPs" Activities that are supported with VEA funds are monitored by State and local staff. State staff involved in monitoring include both the Division for Instructional Services and the Division for Equity and Advocacy.

Each applicant for funds must submit a signed assurance certifying that "...such programs shall be provided in the least restrictive environment and whenever appropriate included as a component of the individualized education plan as required by the Individuals with Disabilities Education Act (IDEA)."

Chapter PI (Public Instruction) 11.06(1)(b)1. of Wisconsin Administrative Code requires that "To the maximum extent appropriate, a child with EEN shall be educated with children who are not children with EEN." PI 11.06(1)(b)2. further provides that "Special classes, separate schooling, or any other program that would remove a child with EEN from the regular educational environment may only be included when the nature or severity of a child's handicapping condition is such that education in regular classes with the use of supplementary aids and services, including assistive technology services or devices, cannot be achieved satisfactorily."

PI 11.05(1) of Wisconsin Codes covers detailed provisions requiring that every board "shall appoint staff to develop an IEP" for all individuals with disabilities. Department of Public Instruction staff having responsibility for ensuring compliance with these codes are part of the same Divisions for Learning Support as staff who administer the Carl Perkins Act at the secondary level.

Those involved in the administration of the Carl Perkins Act are assisting the Division for Equity and Advocacy to implement its inclusion initiative which is designed to enable learners with a disability to more fully benefit by regular education including vocational education. The team having primary responsibility for administering the Act is also actively promoting the Designated Vocational Instruction (DVI) approach which is designed to assist special populations to benefit by regular vocational education programs.

O.4. Students with Disabilities With IEP's

DPI Procedures to Ensure Compliance:

The Division for Handicapped Children and Pupil Services administers the compliance and monitoring function related to IEPs for students with disabilities. Through its Bureau for Exceptional Children, Compliance and Monitoring Section, consultants implement an on-site compliance review process which follows a 3-5 year cycle or when complaints are filed with the Department.

The Wisconsin Department of Public Instruction's *Project Application Guidelines* require each applicant to "Describe how the district(s) will monitor provision of vocational education to individuals who are members of special populations." Written criteria applied to this portion of each local application requires that they "indicate who will be responsible for checking to ensure that these provisions are met on an ongoing basis." State staff involved in monitoring include both the Division for Instructional Services and the Division for Equity and Advocacy.

Each applicant for funds must submit a signed statement of assurances certifying that the applicant understands and will ensure that students with a disability are afforded the rights and protections guaranteed by IDEA.

Chapter PI (Public Instruction) 11 of Wisconsin Administrative Code (copy attached) govern the provision of services to all children with Exceptional Education Needs in Wisconsin's Public Schools. PI 11.17 requires that a Director of Special Education ensure that "all children with EEN receive appropriate special education services..." PI 11 also requires all of the rights and protections guaranteed those students under sections 612, 614 and 615 (now Sections 1412, 1414 and 1415) of IDEA. The specific responsibilities of the Director are included under PI 11.17(4)(a) and (b).

O.5. Section 504 of the Rehabilitation Act

DPI Procedures to Ensure Compliance:

Wisconsin Pupil Non-discrimination Guidelines address Section 504 of the Rehabilitation Act. In addition, the Bureau for Vocational Education annually conducts Office of Civil Rights compliance reviews of schools which deal with 504 issues.

All Wisconsin K-12 school districts have been notified via Bulletin number 91.12 that "A child who meets the definition of a 'qualified handicapped person' under Section 504 is entitled to modified regular education or special education and/or related services under the Section 504 regulations even though the child may not be eligible under Chapter 115. Under Section 504 a child who is a 'qualified handicapped person' is entitled to the provision of a program which is based upon adherence to Section 504 procedural requirements and designed to meet the child's individual educational needs as adequately as the needs of a non-handicapped child. A child who is a 'qualified handicapped person' under Section 504 is entitled to procedural safeguards, a written educational program, regular or special education, necessary related aids and services, and periodic reevaluation." Both vocational and special education consultants in the Department of Public Instruction routinely reiterate these requirements as they provide technical assistance for or monitor the implementation of the Carl Perkins Act.

O.6. Coordination of Services for Individuals with Disabilities

DPI Procedures to Ensure Compliance:

An inter-agency agreement between the Department of Health and Social Services' Division for Vocational Rehabilitation (DVR) and the Department of Public Instruction is being developed to define the DVR counselor role in the IEP process per IDEA requirements.

In addition, Wisconsin received approval for a Federal Transition Services for Youth grant to develop a system for state agencies administering the Carl Perkins, IDEA and Vocational Rehabilitation Acts to develop and coordinate statewide implementation of transition services for youth with disabilities aged 14-21. Staff from the DVR and the Department's Bureau for Exceptional Children and Bureau for Vocational Education are involved in the operation of this project activity.

Extensive interdepartmental coordination is maintained between the Department of Public Instruction (vocational & special education), the Division of Vocational Rehabilitation and the Wisconsin Technical College System Board in order to coordinate vocational education planning. This coordination and planning has become more formal and intense since Wisconsin was awarded a five year systems change grant for transition services for youth with disabilities entitled "Wisconsin's Design for Transition Success." This joint venture between the Department of Public Instruction and the Department of Health and Social Services is designed to increase positive school outcomes for students aged 14-21 with disabilities. Vocational education, special education, and vocational rehabilitation agencies are all represented on the steering/advisory committee for this project which truly represents vocational education planning for individuals with disabilities.

At the local level, the Wisconsin Department of Public Instruction's *Project Application Guidelines* require each applicant to "Describe how the district(s) will monitor provision of vocational education to individuals who are members of special populations." Written criteria applied to this portion of each local application requires that "a representative for Vocational Education [be] included in the Individual Education Program (IEP) process where appropriate to ensure that, if necessary, vocational education is a component of the IEP and is monitored and coordinated among appropriate representatives of vocational education, special education, and state vocational rehabilitation agencies." On-site records used as part of the monitoring process to ensure compliance include "copies of IEPs with appropriate signatures" and a "written description of their monitoring process." Activities that are supported with VEA funds are monitored by State and local staff.

Each applicant for funds must submit a signed assurance certifying that "Planning for handicapped individuals shall be coordinated between appropriate representatives of vocational education, special education, and state vocational rehabilitation organizations."

O.7. Monitoring of Services for Students with Disabilities

DPI Procedures to Ensure Compliance:

The Department incorporated attainment of this criteria for students with disabilities who are enrolled in vocational education programs into the annual performance evaluation process required of LEAs and is included in the Accountability Handbook.

In addition, LEAs are required to describe how they will locally monitor provision of vocational education to all individuals who are members of special populations in Part I.E.7. of their local plan/application. (See 1994-95 Application Guidelines)

The Wisconsin Department of Public Instruction's *Project Application Guidelines* require each applicant to "Describe how the district(s) will monitor provision of vocational education to individuals who are members of special populations." Written criteria applied to this portion of each local application requires that they "indicate who will be responsible for checking to ensure that these provisions are met on an ongoing basis." Participating districts are also required, in writing, to ensure that the IEP is monitored. On-site records used as part of the monitoring process to ensure compliance include "copy of IEP with appropriate signatures" and "written description of the local monitoring process." Activities that are supported with VEA funds are monitored by State and local staff.

Chapter PI (Public Instruction) 11.15(1) of Wisconsin Administrative Code requires that "the department [of Public Instruction] shall monitor school districts for compliance with subchapter V of Ch. 115, Stats., and this chapter." PI 11.05 provides the detail pertaining to individualized education programs as required under 614(a)(5) of the IDEA and is therefore a substantial part of the monitoring routinely conducted pursuant to PI 11.15(1) by the Department of Public Instruction's Division for Equity and Advocacy without regard to whether a student is in vocational or academic education.

O.8. Integrated Setting for Disadvantaged and LEP

DPI Procedures to Ensure Compliance:

The Department incorporated attainment of this criteria into the annual performance evaluation process required of LEAs and is included in the Accountability Handbook. In addition to LEA assurance of compliance with this criteria in the local plan/application, LEAs are required to describe how they will locally monitor provision of vocational education to all individuals who are members of special populations in Part I.E.7. of their local plan/application. (See 1994-95 Application Guidelines)

The Wisconsin Department of Public Instruction's *Project Application Guidelines* require each applicant to "Describe how the district(s) will monitor provision of vocational education to individuals who are members of special populations." Written criteria applied to this portion of each local application requires that they "indicate who will be responsible for checking to ensure that these provisions are met on an ongoing basis." Participating districts are also required, in writing, to ensure that emphasis [is] placed on members of special populations successfully completing the vocational program in the most integrated setting possible. Activities that are supported with VEA funds are monitored by State and local staff.

Each applicant for funds must submit a signed assurance certifying that "The eligible recipient shall assess the special needs of students participating in programs receiving assistance under Title II with respect to their successful completion of the vocational education program in the most integrated setting possible."

Wisconsin's Designated Vocational Instruction (DVI) program was expanded several years ago to focus on educationally disadvantaged as well as disabled learners. The purpose of this expansion was to increase the likelihood that all students who experience learning problems would be able to benefit by vocational education.

All of the initiatives surrounding Wisconsin's response to the national emphasis on School-to-Work include features designed to ensure that they are of benefit to special populations.

O.9. State Supervision

DPI Procedures to Ensure Compliance:

General supervision for individual member groups included in the definition of special populations is conducted through the following structure in Wisconsin:

Member Group	Supervising Entity
Individuals with Disabilities	DPI - Division for Handicapped Children and Pupil Services
Educationally and Economically	DPI - Division for Handicapped Disadvantaged Individuals Children and Pupil Services
Foster Children	Department of Health and Social Services Division of Community Services, Bureau for Children, Youth and Families
Individuals in Correctional Institutions	DHSS -Division of Youth Services
Individuals of Limited English Proficiency	DPI - Division for Handicapped Children and Pupil Services
Individuals who Participate in Programs Designed to Eliminate Sex Bias	DPI - Division for Instructional Services, Bureau for Vocational Education

Representatives of each of the above agencies is represented in the State Collaborative Planning Team described in response to Description M, Coordination with Other Programs.

Six professional staff members in the Department of Public Instruction's newly created instructional strategies team share responsibility for the general supervision of the requirements of the Act relating to individuals who are members of special populations. The Department's Division for Equity and Advocacy includes a Program Review and Compliance Section of seven professional staff members who have primary responsibility to ensuring that districts comply with federal (and state) special education law. The monitoring document that guides the work of this group is currently being revised to ensure that it complies with IDEA. The Program Review and Compliance Section is responsible for assuring that the requirements of section 612(6) (now 1412(6)) of IDEA are carried out and includes high school vocational education programs that serve students with a disability.

The Wisconsin Department of Public Instruction's *Project Application Guidelines* require each applicant to "Describe methods used to develop vocational education programs in consultation with parents and students of special populations." Criteria applied to this portion of each local application requires that "The district/consortium must outline how parents and students may receive and input information, and how this information will be systematically used to improve the vocational and general education situations and programs for students who are members of special populations; and consequently, how they will on a continuing and structured basis provide the best possible occupational and educational situation for them. This section will describe the procedures the district/consortium established including expedited appeals, by which parents, student, teachers, and area residents concerned can directly participate in local decisions that influence the character of programs under this act."

Pages 4-7 of Wisconsin's 1995 Project Application Guidelines for Title IIIE list the "Seven Essential Elements of Tech Prep. Element 6 focuses on equal access for special populations stating "Tech Prep programs must provide equal access to the full range of Tech Prep Education programs to individuals who are members of special populations, including the development of Tech Prep education program and services appropriate to the needs of such individuals." Quality Component 6 (page 9) suggests that students must "experience learning activities appropriate to their individual learning style and motivation." Page 16 of the Guidelines makes element 6 and quality component C a required project activity. Every applicant must identify how they will address this element and quality component and how project goals will address them.

Pages 14 and 15 of the Application Guidelines require applicants to assure that "equal access for members of special populations will be provided as stated in the Carl D. Perkins Vocational and Applied Technology Education Act" and that "the project will be operated in compliance with PL 101-392, in accordance with appropriate federal regulations, state law, civil rights and anti discrimination laws..."

Special Populations Consultants from both the Department of Public Instruction and the Wisconsin Technical College System Board review each of the Title IIIE applications to ensure that special populations will have an opportunity to enter Tech Prep education that is equal to the opportunity afforded to the general population, per the requirement stated in 406.3(b). Their review is guided by criteria included on page 21 of the Guidelines which require that applicants "must address special populations issues/needs."

Beginning this fall Wisconsin's Tech Prep Leadership Group will include a "Special Populations Workteam" charged with assisting consortiums to ensure that special populations are afforded equal education opportunity.

O.10. Meeting of State Standards

DPI Procedures to Ensure Compliance:

Wisconsin Educational Standards, s. 121.02(1), Wis. Statutes, and the corresponding document (School District Standards Review 1990-91) detail Wisconsin's 20 Education Standards, current revisions and the protocol used to ascertain LEA level of compliance. With the passage and signing of the most recent state budget, the compliance review cycle was changed from every five years to every ten years. A copy of the resource document is attached as an appendix to this Plan.

Pupil Nondiscrimination Guidelines deal with Wisconsin's Pupil Nondiscrimination requirements. A copy of the most recent Guidelines is included as an appendix to this Plan.

The On-Site Investigation Manual for Wisconsin Civil Rights Review of Vocational Education describes the criteria used to evaluate Title IX and Section 504 accessibility.

A copy is available upon request.

The Compliance and Monitoring Section within the Bureau for Exceptional Children monitor for the provision of a free and appropriate education for students with disabilities.

O.11. Supervision Consistent With Section 612(6) of Individuals with Disabilities Education Act

DPI Procedures to Ensure Compliance:

The Individuals with Disabilities Education Act requires the State Education Agency (SEA) is the designated source of state supervision for students with disabilities. State law indicates the Assistant State Superintendent for Handicapped Children and Pupil Services as the designee of record for students with disabilities. Both functions are carried out by the DHCPS. The source of supervision conducted under subparagraph (A) is identical to the source of supervision carried out under 612(6) of Individuals with Disabilities Education Act.

O.12. Provision of Information

DPI Procedures to Ensure Compliance:

The Department requires LEAs to assure compliance with this requirement. (See 1994-95 Application Guidelines) This is also included in the monitoring function completed by Bureau for Vocational Education staff and is included in the Accountability Handbook.

O.13. Enrollment and Transition Services

DPI Procedures to Ensure Compliance:

In addition to requiring LEAs to assure compliance with this criteria, Parts I.D.5. and I.D.6. of the local plan/application (see 1994-95 Application Guidelines) require LEAs to describe what local steps are/were taken to provide access for students who are members of special populations, how vocational education programs assist the fulfillment of IDEA transition services requirements and what supportive services are provided ensuring student success.

O.14. Assessment of Special Needs

DPI Procedures to Ensure Compliance:

In addition to requiring LEAs to assure compliance with this criteria, Part I.D.4. of the local plan/application (see 1994-95 Application Guidelines) requires LEAs to describe how the needs of special populations will be assessed in non-discriminatory ways and what uses of funds are planned to meet needs identified. Further guidance on assessment is provided through chapter 6 of the Designated Vocational Instruction Resources and Planning Guide, (1993), an alternative education resource document (copy attached as an Appendix to this State plan). Copies of this chapter will be disseminated at the upcoming January, 1994 Carl Perkins Application Workshops.

O.15. Provision of Supplementary Services

DPI Procedures to Ensure Compliance:

In addition to requiring LEAs to assure compliance with this criteria, parts I.D.4. and I.D.6. of the local plan/application (see 1994-95 Application Guidelines) require LEAs to identify needs, plan uses of funds for those needs and describe how the supportive services/devices necessary for student success will be provided.

Programmatic resources available to assist LEAs to achieve this criteria are described in the Designated Vocational Instruction Resource and Planning Guide, Chapter 6.

O.16. Guidance and Counseling

DPI Procedures to Ensure Compliance:

In addition to requiring LEAs to assure compliance with this criteria, Part I.H. of the local plan/application (see 1994-95 Application Guidelines) requires LEAs to describe how counseling services encourage student pursuit of effective education. School Counseling Programs: A Resource and Planning Guide, describes the components, structure and alternative delivery strategies for local districts implementing the Wisconsin Developmental Guidance Model (copy attached as an appendix to this State plan).

O.17. Transition to Work and Career Services

DPI Procedures to Ensure Compliance:

In addition to requiring LEAs to assure compliance with this criteria, part I.C. (Labor Market Needs) and parts I.E.3. and I.E.4. of the local plan require LEAs to describe labor market trends/factors affecting vocational education programs and to further describe how programs offered provide a coherent sequence of courses leading to a job skill and academic/occupational competence (see 1994-95 Application Guidelines).

The Designated Vocational Instruction Resource and Planning Guide provides LEAs with additional resources to plan for and meet this criteria.

In addition, the Compliance and Monitoring Section of the Bureau for Exceptional Children monitors individual student IEPs to ensure transition planning occurs in every IEP for students with disabilities aged sixteen and older.

O.18. Participatory Planning

The Department shall:

1. **Establish effective procedures, including an expedited appeals procedure, by which parents, students, teachers, and area residents concerned will be able to directly participate in State and local decisions that influence the character of programs under this Act affecting their interests; and**
2. **Provide technical assistance and design such procedures to ensure that such individuals are given access to the information needed to use such procedures.**

The Department of Public Instruction and Wisconsin Technical College System Board jointly developed the state level Committee of Practitioners, while the Governor appoints both the WTCS Board and the Wisconsin Council on Vocational Education. Representatives of parents, students, teachers, administrators, general citizens, labor, business/industry and members of special populations are included in these rosters. These three groups review and make recommendations regarding state and local implementation of the Carl Perkins Act.

On the local level, LEAs are required to describe the methods they use to involve parents, students and local Private Industry Councils established through the Job Training Partnership Act in the operation of local vocational education programs.

The Department's Project Application Guidelines requires local districts to "Describe methods used to develop vocational education programs in consultation with parents and students of special populations. (Guidelines, Sec. II.F.3.)

The Department's Project Application Guidelines requires local districts to "Describe methods used to develop vocational education programs in consultation with parents and students of special populations (Guidelines, Sec. II.F.3.).

Finally, as a part of the application process, eligible recipients are to describe in Carl Perkins Application Section I.F.2. how local Education for Employment Councils are utilized in reviewing how the total vocational education program is being used locally to meet Education for Employment requirements. (see 1994-95 Application Guidelines)

The Department's expedited appeals procedure is described in item N, Applicant Appeal Procedure, above.

XIII. DESCRIPTIONS

WTCSB

A. Delegation

Except with respect to the functions specifically reserved to the State Board by the Act, the State Board may delegate any of its other responsibilities involving administration, operation or supervision; in whole or in part, to one or more appropriate State agencies. Each State shall include a description of any allowable delegation of functions in its State plan, or amendments to such plan, submitted to the Secretary.

WTCSB Response:

The WTCSB delegates all allowable functions concerning the administration, operation and supervision of the federal vocational education act program for the elementary/secondary level to the Wisconsin Department of Public Instruction. See Section XIV., D., Delegation, below, for an expanded description of this delegation.

B. Public Hearings

The State Board shall conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups an opportunity to present their views and make recommendations regarding the State plan. A summary of such recommendations and the State Board's or the Department of Public Instruction's responses to them shall be included in the State plan.

WTCSB Response:

The State Board in conjunction with the Department of Public Instruction held two public hearings on the plan for the use of federal VEA funds. See Section XIV., H., Public Hearings, below, for an expanded description of the public hearings.

C. Assessment Procedures and Results

Describe the procedures and results of each of the assessments required by Section 116(a), including the needs identified through the assessments.

WTCSB Response:

See Section X., WTCSB ASSESSMENT OF NEEDS AND RESULTS, above, for a description of the assessments; and Section XI, WTCSB PROPOSED USE OF VEA FUNDS, for a description of the needs identified through the assessments.

D. Proposed Use of Funds

WTCSB Response:

See Section XI., WTCSB PROPOSED USE OF FUNDS, above.

E. Goals and Accountability for Serving Special Populations

Describe the manner in which the State will comply with the criteria required for programs for individuals who are members of special populations and how such programs respond to the special needs of such students.

WTCSB Procedures to Ensure Compliance:

The State Board provides for compliance with the criteria for serving members of special populations through its application process which requires each WTCS district to identify the current level of services it provides for members of each of the special populations. The guidelines require that the districts identify those areas where they are not fully meeting the needs of members of special populations and requires them to use VEA formula funds to increase or improve services in those areas before they may use such funds for programs, services and activities for all students.

A description of the responsiveness of VEA supported programs, services and activities to the needs of special populations students may be found in the annual performance reports developed under Perkins II.

See also Section XIII, WTCSB Section O, below, which describes how the State will comply with the provisions of Section 118 of the Act, Criteria for Services and Activities for Individuals Who Are Members of Special Populations.

F. Distribution of Funds

Describe the estimated distribution of funds to corrections educational agencies; local educational agencies, area vocational education schools or intermediate educational agencies; and eligible institutions.

WTCSB Response:

See Sections V., FUNDING PROVISIONS; and XI., WTCSB PROPOSED USE OF VEA FUNDS, above.

G. Criteria for the Approval of Applications

Describe the criteria that will be used in approving applications of eligible recipients.

WTCSB Response:

See the State Board's Guidelines, Section III, Application Review, and Review Criteria for RFP Applications.

H. Basic Grant Funding Criteria

Describe the criteria that will be used for spending the amounts reserved for the State under the Basic Grant for Programs for Single Parents, Displaced Homemakers, and Single Pregnant Women; Sex Equity Programs; State Programs; State Administration; and Programs for Criminal Offenders.

WTCSB Response:

See Section XI., WTCSB PROPOSED USE OF VEA FUNDS, above. This part of the plan describes the State Board's funding priorities under the Basic Grant and the specific criteria that applicants must meet in applying for and using the funds available to the Board to meet these priorities. (See also in the State Board's VEA Guidelines, Section III, the part titled "Guidelines and Specifications for Preparing Applications" for a description of the general criteria that must be met in any application requesting VEA funds.

I. Labor Market Analysis for Funded Programs

Describe how funds expended for occupationally specific training will be used for occupations in which job openings are projected or available, based on a labor market analysis.

WTCSB Response:

The State Board does not propose to expend VEA funds for occupational specific training at the postsecondary/adult level. The Board is targeting the VEA funds available to it to provide services to members of special populations.

As a matter of course, however, the Board and the WTCS districts have established procedures that ensure that vocational-technical programs are training individuals for occupations that have current job openings and are projected to be in existence for some time. (See Section X, WTCSB ASSESSMENT OF NEEDS AND RESULTS, above, for a description of the manner in which the WTCS determines labor market needs and occupational opportunities.)

J. Accountability Reports

Describe in each State plan submitted after the fiscal years 1991-94 plan, the progress the State has made in achieving the goals described in the preceding State plan.

WTCSB Response:

The State Board provides the required description of progress under the provisions of Perkins II in its annual performance reports required by the Education Department General Administrative Regulations (EDGAR).

K. Administration

Describe the methods of administration that are necessary for the prompt and efficient administration of programs under the Act.

WTCSB Response:

The Wisconsin Technical College System Board is the sole State agency required by P.L. 101-392 to be responsible for the administration or the supervision of the State vocational education program under the Act. The Board retains responsibility for the administration under the Act of the postsecondary/adult program and delegates administrative responsibility for the elementary/secondary program to the Department of Public Instruction except for those functions expressly reserved to the Board by the Act.

The Wisconsin Technical College System Board is headed by a State Director and Executive Officer who is appointed by and serves at the pleasure of the Board. The Board itself is composed of twelve members. Nine members are appointed by the Governor: one appointee represents employees; one, employers; one farmers; and the other six are at large appointees. The three non-appointed ex-officio members are the Secretary of the Department of Industry, Labor and Human Relations; the President of the University of Wisconsin System Board of Regents; and the State Superintendent of the Department of Public Instruction.

The mission of the Wisconsin Technical College System and of the Board is set forth in s. 38.001, Wisconsin Statutes:

"(1) The legislature finds it in the public interest to provide a system of vocational, technical and occupational skills training necessary for full participation in the work force; which stresses job training and retraining; which recognizes the rapidly changing educational needs of residents to keep current with the demands of the work place and through its course offerings and programs facilitates educational options for residents; which fosters economic development; which provides education through associate degree programs and other programs below the baccalaureate level; which functions cooperatively with other educational institutions and other governmental bodies; and which provides services to all members of the public.

(1m) The Board shall be responsible for the initiation, development, maintenance and supervision of programs with specific occupational orientations below the baccalaureate level, including terminal associate degrees, training of apprentices and adult education below the professional level.

(2) The principal purposes of the vocational, technical and adult education system are to:

(a) Provide occupational education and training and re-training programs, including the training of apprentices, ... Such programs include general education courses to facilitate student achievement in occupational skills training. ... .

(b) Provide customized training and technical assistance to business and industry in order to foster economic development and the expansion of employment opportunities."

Additional purposes of the WTCS as prescribed by the Statute are to provide secondary school students with educational opportunities through contracts with secondary schools, coordinate and cooperate with secondary schools to facilitate the transition of students into the WTCS, provide community services activities, provide education in basic skills, and provide education and services which address barriers created by stereotyping and discriminating and assist minorities, women and the handicapped or disadvantaged to participate in the work force and the full range of vocational, technical and adult education programs and activities.

Administratively, the Board functions through two divisions:

Program Development and Operations: This Division has responsibility for vocational, technical and adult education program development, approval and evaluation. The process includes defining long-range obligations in occupational training and retraining, with an emphasis on responding to the economic development needs of the state. Additionally, it coordinates and assists in the provision of specialized services including placement, teacher certification, professional development, financial aids, and guidance and counseling, and WTCS district affirmative action.

Finance, Planning and Policy Studies: This Division develops and coordinates budgeting, planning and policy analysis. It is responsible for facilities development, research, labor market information, audit, review of district budgets and policies, and State office affirmative action. In addition, it provides administrative services including accounting, data processing, purchasing, personnel, word processing, and general office services.

L. Performance Evaluations

Describe how the State is implementing performance evaluations with eligible recipients as prescribed by Section 117. Section 117 requires that each recipient of financial assistance under Title II, Part C, Secondary, Postsecondary, and Adult Vocational Education Programs, shall annually evaluate the effectiveness of the program conducted under this Act based on the standards and measures (or modifications thereto) developed under Section 115. As part of each evaluation, each recipient shall:

1. **Review programs, with the full and informed participation of representatives of individuals who are members of special populations to:**

a. Identify and adopt strategies to overcome any barriers which are resulting in lower rates of access to vocational education programs or success in such programs for individuals who are members of special populations; and

b. Evaluate the progress of individuals who are members of special populations in vocational education programs assisted under this Act; and

2. Evaluate the progress of vocational education programs assisted under this Act in providing vocational education students with strong experience in and understanding of all aspects of the industry the students are preparing to enter.

WTCSB Response:

The system of standards and measures required to be developed by Section 115 of the Act provides that such a system be implemented before the end of the two year period beginning on the date of enactment of the Act. The date of enactment was September 25, 1990 and the State Board implemented its system of standards and measures by September 26, 1992. The standards and measures are required to be used in the evaluation of activities supported by Perkins Act funds. The Board extended this coverage to include all approved programs offered by the WTCS districts. The standards and measures developed by the Board were developed in consultation with the Committee of Practitioners as required by the Act.

The first programs, services and activities subject to evaluation using the standards and measures were those conducted during the 1992-93 school year. The data needed by the WTCS districts to evaluate their 1992-93 programs, services and activities was provided by the State Board in the fall of 1993, and the districts have begun the required evaluation using the standards and measures.

As part of the process of implementing the standards and measures, the districts were informed of their responsibilities under the Act to involve representatives of individuals who are members of special populations in the conduct of their evaluations, and that programs assisted with funds available under the Act needed to be evaluated in terms of how well they provide students with strong experience in and understanding of all aspects of the industry the students are preparing to enter. Since the State Board does not assist WTCS vocational-technical education programs with the Perkins funds available to it, this latter requirement is not applicable.

Overall, the State Board and WTCS districts' evaluation procedures are designed to evaluate programs and projects against their stated goals, to identify best practices, and to determine what occurred when goals were not met. These procedures cover the services and activities designed to ensure the equal access to and completion of programs for members of special populations. The services and activities available for members of special populations are described in Section 0.1 through 0.18, below.

The evaluation of how well postsecondary vocational-technical programs provide students with strong experience in and understanding of all aspects of the industry the students are preparing to enter is described under Part X, WTCSB ASSESSMENT OF NEEDS AND RESULTS. The evaluation of programs is primarily a function of the State and district evaluation procedures which employ the three stage process which was also described in Part X.

M. Coordination With Other Programs

Describe the methods proposed for the joint planning and coordination of programs carried out under this Act with programs conducted under the Job Training Partnership Act (JTPA), the Adult Education Act (AEA), the Rehabilitation Act of 1973 as Amended, and with apprenticeship programs.

WTCSB Response:

Coordination With the JTPA

The State Director or designee, as a member of the State Jobs Council (SJC), participates in the formulation of the Council's mission, goals and objectives and participated in the development of policy, goals and objectives which were recommended to and adopted by the Governor as Wisconsin Employment and Training Policy for the two year period July 1, 1994 through June 30, 1996; and the three year Coordination Policy, also approved by the Governor, for July 1, 1993 through June 30, 1996.

While there are differences in the emphasis in the missions, roles and populations served between the WTCS and the Job Training Partnership Act (JTPA), the mission statement of the SJC serves as the basis for cooperation with JTPA in the conduct of activities supported with Perkins Act funds at the postsecondary/adult level:

"The rapidly changing nature of work, the changing demography of the labor force, and the need to retain existing businesses and attract and create new business demand a sustained and systematic commitment to the preparation and retraining of Wisconsin's work force as an essential element of the state's human resource and economic policy.

The State of Wisconsin's mission in employment and training is to close the gap between the skill needs of employers and the skill attainment of workers and to ensure the most effective use of resources for training, retraining, educating and employing individuals through the strengthening of partnerships, the promotion of equal access to training and employment opportunities, the fostering of excellence in the delivery of employment and training services, and the promotion of self sufficiency among disadvantaged persons in Wisconsin."

For its part, the Board developed and adopted a statement of principles governing WTCS participation in employment and training programs in line with the preceding mission statement of the Governor's Employment and Training Policy:

"The WTCS is the state's primary deliverer of occupational training and vocational preparation, assisting individuals in becoming and remaining productive members of the state's work force. The System can best serve those in the employment and training system by adhering to the following guidelines.

- Providing all participants in employment and training programs with client-centered systems for the delivery of services shall be a priority of the WTCSB. The WTCSB will work with the Wisconsin Jobs Council, the State Collaborative Planning Team, and with representatives of other agencies to provide a unified delivery of service for clients of the state's employment and training programs.

- State and district WTCS staff shall establish working relationships with entities in the employment and training system responsible for the administration of public funds for occupational and basic skills training. These relationships are intended to ensure that the WTCS receives initial consideration for the delivery of training services to adult employment and training system clientele.

- Job training and related activities undertaken by the WTCS shall maximize opportunities for individuals to participate in the state's labor force as productive citizens.

- Targeted employment and training projects undertaken by a WTCS district shall be reflective of the needs of citizens and employers in the district.

- Planning for all targeted employment and training programs in the districts shall occur in the context of the local coordination plans developed as part of the Wisconsin Jobs Council's "Recommendations for Improving Coordination," with funding priority going to those projects which demonstrate a high level of collaborative, interagency planning for the provision of services.

- The unique role of the WTCS in the state's broader employment and training efforts lies in the continuum of training and educational opportunities the technical colleges afford to all citizens. While recognizing that immediate employment or re-employment is appropriate for some participants of employment and training programs, in most instances programs supported by the WTCSB shall maintain their focus on longer term strategies of assistance for moving individuals from dependency to lives as fully productive members of the state's labor force."

Following the adoption of the Governor's Employment and Training Policy for 1994-96, a state inter-agency workgroup developed guidelines for a local "core coordination document (CCD). The agencies involved were the Department of Labor, Industry and Human Relations which administers Wagner-Peyser and the Job Training Partnership Act, the Department of Health and Social Services which administers the Job Opportunity and Basic Skills program, and the State Board which administers Perkins II and the Adult Education Act.

Under the CCD guidelines, the local counterparts of the state agencies are required to develop a common description of how they satisfy the coordination requirements of the separate acts, and how they plan to work together to advance the Governor's Employment and Training Policy's call for job center development. The Core Coordination Document replaces the individual coordination materials these local agencies previously were required to include with their local applications for funds under their respective funding sources.

WTCSB staff sit on the state level Collaborative Planning Team along with representatives from the Wisconsin Jobs Council, Department of Industry, Labor and Human Relations; Department of Health and Social Services, Department of Public Instruction, Department of Corrections, and Department of Development. Staff is provided by the Jobs, Employment and Training Services Division, DILHR, which also provides staff to the Wisconsin Jobs Council.

As required by Section 111, State Administration, of the Act; the Board will make available to each private industry council a listing of all programs assisted under the Perkins Act.

Coordination With the AEA

As the administering agency in the State for the Adult Education Act, the State Board coordinates the use of funds available under the AEA with all other funds administered by the Board. It is the intent of the Board that funds available under the AEA will be used to provide basic skills to those persons in need of such education while VEA funds may be used to provide remedial instruction to persons who have mastered the basic academic skills, are enrolled in vocational-technical programs and find themselves in need of educational assistance in order to succeed in one or more of their courses.

Each of the 16 WTCS districts operates an AEA advisory committee as required by Board policy. These committees implement the participatory planning requirement for the Adult Education Act. The committee representatives are selected from recommendations made by WTCS and State personnel, representatives of associations, target populations and public and private agencies. The committees have, on a statewide basis, representatives from business and industry, labor unions, public and private agencies and institutions, churches, fraternal and voluntary organizations, and community agencies.

The committee members have the opportunity to review and make recommendations on district proposals and a draft of the AEA State plan. The committees meet at least once a year and the members may comment on district intentions and how these are related to the AEA State plan goals and objectives as well as on how the State goals and objectives are being carried out. The committees make recommendations for future activities. The Board and district personnel also work with committee members to involve them in district program development and other activities such as instructor in-services.

The State Board also requires that Adult Basic Education activities be coordinated with the activities of other local agencies through the Core Coordination Document develop process as described under "Coordination With the JTPA," above.

Coordination With the Rehabilitation Act of 1973, as Amended

State level coordination is provided for through multi-agency committees such as the Department of Health and Social Services Employment Task Force, the WTCS/Vocational Rehabilitation Task Force and the Partnership in Business and Education Advisory Committee for helping students with disabilities gain services under the Job Training Partnership Act.

At the local level, specialists provide coordination with other agencies and organizations. Individuals with disabilities participating in postsecondary vocational education programs will be referred to the Division of Vocational Rehabilitation for Individual Rehabilitation Plans as appropriate (See also Sections O.1-O.18, below). For its part, the Division will, when indicated, contract with WTCS districts for the provision of support staff to assist WTCS students with disabilities.

Coordination With Apprenticeship Programs

The Apprenticeship and Training Division of the Department of Industry, Labor and Human Relations (DILHR) has the responsibility for Wisconsin's apprenticeship training program. The WTCS is responsible, by State statute, for providing the related instruction for apprentices. The Board's apprenticeship consultant provides for coordination among DILHR, the WTCS districts and the circuit instructors. Both DILHR and the WTCS maintain apprenticeship advisory committees with overlapping membership which assist the agency and the WTCS in carrying out their respective duties.

N. Applicant Appeal Procedure

Describe the procedures by which an area vocational school, intermediate educational agency or local educational agency may appeal decisions adverse to its interests with respect to programs assisted under this Act.

WTCSB Response:

An applicant shall be provided with an opportunity for a hearing on any VEA application disapproved by the State Board itself or the State Board agency. The applicant shall request the hearing within thirty (30) days of being notified in writing of the action of the Board or Board agency. The applicant's request shall be in writing and must identify the decision being appealed and the reasons, in brief, for the appeal.

Within thirty (30) days after receipt of a request for a hearing, the Board agency shall hold a hearing on the record and shall review its action. The applicant shall be notified in writing of the time and place of the hearing in sufficient time to allow for representatives of the applicant to attend.

The State director or designee shall conduct the hearing. The hearing shall be recorded and minutes or a transcript made. No later than ten (10) days after the hearing, the Board agency shall issue its written ruling, including findings of fact and reasons for the ruling. The applicant shall be sent a copy of the ruling and the reasons therefore.

If an applicant is not satisfied with the final decision of the Board regarding an appeal, the applicant may appeal the Board's decision to the Secretary of the U.S. Department of Education. Federal regulations require that such an appeal must be filed with the Secretary within 20 days after the applicant has been notified by the State Board of its decision.

Expedited Appeals Procedures for Special Populations

Students who are members of special populations and their parents, teachers, and concerned area residents may request a hearing to review a decision of the State Director that influences the character of programs under the Act affecting their interests. The request must be in writing and must be submitted to the State Director within thirty (30) days after the district has received notice of the action. The request must identify the decision being appealed and the reasons, in brief, for the appeal.

Within twenty-five (25) days of receipt of a request for hearing, the Board agency shall hold a hearing on the record and shall review its action. The party requesting the hearing shall be notified in writing of the time and place of the hearing in sufficient time to allow the party to attend.

The State Director or designee will conduct the hearing. The hearing will be recorded and minutes or a transcript will be made. Within ten (10) days of the hearing, the party that requested the hearing will be informed in writing of the action taken on its appeal and the reasons therefore.

O. Compliance With Criteria for Serving Special Populations

O.1. Equal Access

Individuals who are members of special populations will be provided with equal access to recruitment, enrollment, and placement activities.

WTCSB Procedures to Ensure Compliance:

The WTCS Educational Services Policies and Procedures Manual requires that all district student admissions and acceptance policies are consistent with State and Federal equal opportunity legislation such as Wis. Statutes 38.23 or Title IX of the 1972 Education Amendments. These policies are included in district catalogs and student handbooks and are to be disseminated throughout the respective districts. The WTCS districts are to provide technical assistance to potential and enrolled students seeking financial aids, counseling services provided by certified counselors, and a systematic process to assist students in assessing job opportunities, developing job-seeking skills and obtaining employment.

The application guidelines for agencies applying for VEA funds requires each agency to describe what services it currently offers which ensures equal access to the full range of vocational-technical programs, services and activities offered by the applicant. Activities that are supported with VEA funds are monitored by

State and local staff while the State and local affirmative action offices provide overall supervision of the WTCS districts' recruitment, admissions and placement activities in line with their affirmative action plans.

O.2. Special Populations Non-Discrimination

Individuals who are members of special populations will be provided with equal access to the full range of vocational education programs available to individuals who are not members of special populations, including occupationally specific courses of study, cooperative education, apprenticeship programs, and, to the extent practicable, comprehensive career guidance and counseling services, and shall not be discriminated against on the basis of their status as members of special populations.

WTCSB Procedures to Ensure Compliance:

This criteria for services and activities for individuals who are members of special populations rewords the criteria given in Item O.1, above. The State Board procedures which ensure compliance are:

The WTCS Educational Services Policies and Procedures Manual requires that all district student admissions and acceptance policies are consistent with State and Federal equal opportunity legislation such as Wis. Statutes 38.23 or Title IX of the 1972 Education Amendments. These policies are included in district catalogs and student handbooks and are to be disseminated throughout the respective districts. The WTCS districts are to provide technical assistance to potential and enrolled students seeking financial aids, counseling services provided by certified counselors, and a systematic process to assist students in assessing job opportunities, developing job-seeking skills and obtaining employment.

The application guidelines for agencies applying for VEA funds requires each agency to describe what services it currently offers which ensures equal access to the full range of vocational-technical programs, services and activities offered by the applicant. Activities that are supported with VEA funds are monitored by State and local staff while the State and local affirmative action offices provide overall supervision of the WTCS districts' recruitment, admissions and placement activities in line with their affirmative action plans.

O.3. Least Restrictive Environment for Individuals with Disabilities

Vocational education programs and activities for individuals with disabilities will be provided in the least restrictive environment in accordance with Section 612(5)(B) of the Individuals with Disabilities Education Act and will, whenever appropriate, be included as a component of the individualized education program developed under Section 614(a)(5) of such Act.

WTCSB Procedures to Ensure Compliance:

This criteria does not apply to the postsecondary/adult level. However, Individualized Education Programs (IEP's) are followed by the WTCS districts for students in high schools who are taking courses at the districts or are in transition from high schools to WTCS districts according to their IEP's.

O.4. Students with Disabilities With IEP'S

Students with disabilities who have individualized education programs developed under Section 614(a)(5) of the Individuals with Disabilities Education Act shall, with respect to vocational education programs, be afforded the rights and protections guaranteed such students under Sections 612, 614, and 615 of such Act.

WTCSB Procedures to Ensure Compliance:

This criteria does not apply to the postsecondary/adult level. However, Individualized Education Programs (IEP's) are followed by the WTCS districts for students in high schools who are taking courses at the districts or are in transition from high schools to WTCS districts according to their IEP's.

O.5. Section 504 of the Rehabilitation Act

Students with disabilities who do not have individualized education programs developed under Section 614(a)(5) of the Individuals with Disabilities Education Act or who are not eligible to have such program shall, with respect to vocational education programs, be afforded the rights and protections guaranteed such students under Section 504 of the Rehabilitation Act of 1973 and Amendments of 1990 and, for the purpose of this Act, such rights and protections shall include making vocational education programs readily accessible to eligible individuals with disabilities through the provision of supplementary services as described in Section O.15., below.

WTCSB Procedures to Ensure Compliance:

District and state staff work with Division of Vocational Rehabilitation (DVR) personnel to ensure compliance with Section 504 of the Rehabilitation Act of 1973 as Amended. The extent of cooperation and coordination at the local level is required to be described in applications for VEA and other State administered funds submitted by the WTCS districts.

The State Board has made the provision of supplementary services to members of special populations its number two priority for the use of Basic Grant formula funds; the first priority being the provision of guidance and counseling services to the members of such populations.

The monitoring and evaluation procedures for assessing the quality of district services provided to members of special populations is described in Item O.1, above. See also "Coordination with the Rehabilitation Act of 1973 as Amended" under Item M, above.

O.6. Coordination of Services for Individuals with Disabilities

Vocational education planning for individuals with disabilities will be coordinated between appropriate representatives of vocational education, special education, and State vocational rehabilitation agencies.

WTCSB Procedures to Ensure Compliance:

Under the guidelines for the development of applications for VEA funds, each district is required to assign an individual to be responsible for the coordination of all services and activities available to members of special populations. District personnel providing services to persons with disabilities coordinate the provision of such services with staff of the local Department of Vocational Rehabilitation offices. Coordination is also maintained with secondary school districts and organizations and groups representing persons with disabilities. The WTCS districts are required to maintain advisory committees for the special populations which include representatives of such populations.

At the State level, coordination is maintained with the Department of Vocational Rehabilitation and with the Department of Public Instruction. See also "Coordination with the Rehabilitation Act of 1973 as Amended" under Item M, above.

O.7. Monitoring of Services for Students with Disabilities

The provision of vocational education to each student with disabilities will be monitored to determine if such education is consistent with the individualized education program developed for such students under Section 614(a)(5) of the Individuals with Disabilities Education Act, in any case in which such a program exists.

WTCSB Procedures to Ensure Compliance:

Services and activities supported with State Board administered funds are monitored through on-site and desk audits. Mid-year and annual reports on funded activities are required from the districts, the mid-year report describing the progress a district has made in meeting the goals of its approved applications. The WTCS districts are required to describe in their applications for VEA funds how they will monitor services and activities offered members of special populations. The local advisory committees for special populations are also involved in the monitoring of such services and activities.

O.8. Integrated Setting for Disadvantaged and LEP

The provision of vocational education will be monitored to ensure that disadvantaged students and students of limited English proficiency have access to such education in the most integrated setting possible.

WTCSB Procedures to Ensure Compliance:

The monitoring procedures described in Item 0.7. above, in relation to the handicapped, are also in place for services for members of the other special populations.

The services and activities provided by the WTCS districts are designed to mainstream members of special populations into regular programs to the extent possible and to provide them with the assistance to succeed in such programs.

Special placement services are available for members of special populations to assist them in finding employment related to their programs of study.

In addition to direct monitoring and supervision of services and activities for members of special populations, the State Board's evaluation procedures provide for the review of services available to members of special populations.

State Board policy requires that programs of affirmative action shall be continued. The State Board coordinates, assists, and evaluates the progress of equal education/employment opportunity and affirmative action programs and makes recommendations as necessary to ensure district compliance with State and Federal laws.

O.9. State Supervision

The requirements of this Act relating to individuals who are members of special populations will be carried out under the general supervision of individuals in the State Board who are responsible for students who are members of special populations.

WTCSB Procedures for Ensuring Compliance:

Four State Board staff on a full or part-time basis form the team members responsible for providing State leadership and supervision of services and activities provided for members of special populations by the WTCS districts.

A fifth member and head of the team is the Director of the Bureau of Student and Support Services.

O.10. Meeting of State Standards

Programs, services and activities under this Act relating to individuals who are members of special populations will meet the education standards of the State Board.

WTCSB Procedures for Ensuring Compliance:

The standards of the State Board that apply to regular programs, services and activities also apply to those designed to serve members of special populations. Such programs, services and activities are evaluated through the State and district evaluation processes referred to above.

O.11. Supervision Consistent With Section 612(6) of the Individuals with Disabilities Education Act

With respect to students with handicaps, the supervision carried out under O.9, above, shall be carried out consistent with and in conjunction with supervision by the State Board carried out under Section 612(6) of the Individuals with Disabilities Education Act.

WTCSB Procedures for Ensuring Compliance:

With respect to students with disabilities, the supervision carried out under O.9, above is carried out according to the provisions of Section 612(6) of the Individuals with Disabilities Education Act at the postsecondary/adult level to the extent that the WTCS districts provide services to students who fall within the scope of that Act (see the response to Item O.4, above).

O.12. Provision of Information

1. Each secondary district shall provide to students who are members of special populations and parents of such students at least 1 year before the students enter or are of an appropriate age for the grade level in which vocational education programs are first generally available in the State, but in no event later than the beginning of the ninth grade, information concerning:

- **a. The opportunities available in vocational education;**
- **b. The requirements for eligibility for enrollment in such vocational education programs;**
- **c. Specific courses that are available;**
- **d. Special services that are available;**
- **e. Employment opportunities; and**
- **f. Placement.**

WTCSB Procedures for Ensuring Compliance:

This criteria does not apply to the postsecondary/adult level; see 2., following.

2. Each WTCS district that receives assistance under the Basic Grant shall provide the information described above to each individual who requests information concerning or seeks admission to vocational education programs offered by the district, and, when appropriate, assist in the preparation of applications relating to such admission.

The WTCS districts, in their applications for VEA funds, are required to describe their recruitment procedures. The WTCS Educational Services Policies & Procedures Manual requires the WTCS districts to clearly and objectively state their admission requirements in school literature and to make them available to the public. The districts are also to disseminate information on their educational offerings and services.

In its application for funds, a district must describe how it provides information concerning the vocational education programs it offers to any individual who requests such information or who seeks admission to a program. The information is to be, to the extent practicable, in a language and form that parents and students understand. The information to be provided must address:

1. The opportunities available in vocational education;
2. The requirements for eligibility for enrollment in those vocational education programs;
3. Special courses that are available;
4. Special services that are available;
5. Employment opportunities; and
6. Placement.

In addition, an application must contain a description of how the district will provide equal access to enrollment activities to members of special populations, and how members of special populations will be assisted in entering vocational-technical education programs.

3. This information shall, to the extent practicable, be in a language and form that the parents and students understand.

WTCSB Procedures for Ensuring Compliance:

The districts are required to achieve a level of clarity that parents and students can understand in both form and language as described in 2., above.

O.13. Enrollment and Transitional Services

Each eligible recipient that receives assistance under the Basic Grant shall assist students who are members of special populations to enter vocational education programs, and, with respect to students with disabilities, assist in fulfilling the transitional service requirements of Section 626 of the Individuals with Disabilities Education Act.

WTCSB Procedures for Ensuring Compliance:

WTCS staff who work with members of special populations attend secondary multi-disciplinary meetings which deal with students who are members of special populations. In addition, the procedures described in the preceding sections describe how students who are members of special populations are being and will be assisted to enroll in vocational-technical education programs at the postsecondary level.

Any district applying for VEA funds to serve persons with disabilities is required to propose at least one activity designed to assist students with handicaps in making the transition from secondary to postsecondary programs.

O.14. Assessment of Special Needs

Each eligible recipient that receives assistance under the Basic Grant shall assess the special needs of students participating in programs receiving assistance under the Basic Grant with respect to their successful completion of their vocational education programs in the most integrated settings possible.

WTCSB Procedures for Ensuring Compliance:

Each applicant for VEA funds must describe in its application how it is providing for the assessment of persons with special needs in terms of their potential to succeed in vocational-technical programs with special assistance as necessary. As noted above, these services are designed to assist the student to participate in vocational-technical education in the least restrictive setting possible. In any given year, the WTCS districts operate several separate programs that are designed to serve persons with severe handicapping conditions in addition to projects funded by the Job Training Partnership Act (JTPA).

O.15. Provision of Supplementary Services

Each eligible recipient that receives assistance under the Basic Grant shall provide supplementary services to students who are members of special populations, including, with respect to individuals with disabilities:

a. Curriculum modifications;
b. Equipment modifications;
c. Classroom modifications;
d. Supportive Personnel; and
e. Instructional aids and devices.

WTCSB Procedures for Ensuring Compliance:

The provision of supplementary services to persons who are members of special populations must be addressed by all applicants for Basic Grant funds. As noted above, the State Board has made the provision of supplementary services for members of special populations the number two priority for the expenditure of VEA Basic Grant formula funds.

O.16. Guidance and Counseling

Each eligible recipient that receives assistance under the Basic Grant shall provide guidance, counseling, and career development activities conducted by professionally trained counselors and teachers who are associated with the provision of such special services.

WTCSB Procedures for Ensuring Compliance:

Each eligible recipient that applies for VEA funds must describe in its application how it will provide guidance and counseling services to members of special populations. The State Board has established the provision of guidance and counseling for members of special populations as the number one priority for the expenditure of VEA Basic Grant funds.

The WTCS Educational Policies and Procedures Manual requires the WTCS districts to provide certified counselors to perform counseling functions and to provide the resources necessary to support such functions. The manual requires the districts to provide a systematic process which will assist students in assessing job opportunities, developing job-seeking skills and obtaining employment.

O.17. Transition to Work and Career Services

Each eligible recipient that receives assistance under the Basic Grant shall provide counseling and instructional services designed to facilitate the transition from school to post-school employment and career opportunities.

WTCSB Procedures for Ensuring Compliance:

The WTCS Educational Policies and Procedures Manual requires the WTCS districts to provide certified counselors to perform counseling functions and to provide the resources necessary to support such functions. The manual requires the districts to provide a systematic process which will assist students in assessing job opportunities, developing job-seeking skills and obtaining employment.

O.18. Participatory Planning

The State Board shall:

1. **Establish effective procedures, including an expedited appeals procedure, by which parents, students, teachers, and area residents concerned will be able to directly participate in State and local decisions that influence the character of programs under this Act affecting their interests; and**
2. **Provide technical assistance and design such procedures to ensure that such individuals are given access to the information needed to use such procedures.**

WTCSB Procedures to Ensure Compliance:

The guidelines for applications for VEA funds require the WTCS districts to describe the procedures, including an expedited appeals procedure, by which the parties noted above were able to directly participate in applicant and State planning decisions. This description must:

1. Describe how such individuals were informed that they can participate in applicant planning decisions; and
2. Describe the applicant's expedited appeals procedure and how that appeals procedure is linked to the State's Expedited Appeals Procedures for Special Populations in Item N, above.

A WTCS district applying for funds must also submit with its application a copy of any applicable minutes dealing with the direct participation of concerned parents, students, teachers and area residents, noting in particular any recommendations or unmet needs identified. Identified unmet needs must be listed in priority order by the district.

Students who are members of special populations and their parents, teachers, and concerned area residents may request a hearing to review a decision of the State Director that influences the character of programs under the Act affecting their interests (Item N., above). In addition, such parties may be involved in State level decisions through the public hearing process, State level advisory committees for special populations, the Committee of Practitioners, the Wisconsin Council on Vocational Education, and the Wisconsin Jobs Council.

XIV. CERTIFICATION, HEARINGS, REVIEWS AND RESPONSES

STATE OF WISCONSIN
DEPARTMENT OF ADMINISTRATION
101 East Wilson Street, Madison, Wisconsin

TOMMY G. THOMPSON
GOVERNOR

JAMES R. KLAUSER
SECRETARY

Mailing Address:
Post Office Box 7864
Madison, WI 53707-7864

April 27, 1994

Greg Wagner
Deputy Division Administrator
Division of Finance
Wisconsin Board of VTAE
310 Price Place
Madison, WI 53705

Vocational Education-Basic Grants to States (1994-96 Two Year Plan) State Application Identifier Number WI940411-081-N84048XX

Dear Mr. Wagner:

The Department of Administration has reviewed the above noted application for federal funding assistance. At the direction of the Governor of the State of Wisconsin, and pursuant to Wisconsin Statute 16.54, the Department is approving the application for submission to the federal funding authority. The application is in compliance with applicable state laws and is consistent with related state plans, programs and policies.

The Department encourages favorable federal action on this grant application which will serve the needs of Wisconsin's citizens.

Sincerely,

James R Klauser

James R. Klauser
Secretary

The State Application Identifier Number for this project should be submitted to the Federal funding agency with your application.

B. STATE CERTIFICATION

I certify:

1. That the Wisconsin Technical College System Board in this State is eligible to submit the State plan for vocational education as authorized under the Carl D. Perkins Vocational and Applied Technology Education Act, P.L. 101-392;

2. That the Wisconsin Technical College System Board has authority under State law to perform the functions of the State under the program.

3. That the State legally may carry out each provision of the foregoing plan;

4. That all provisions of the foregoing plan are consistent with State law;

5. That the State Director has authority under State law to receive, hold, and disburse Federal funds made available under the foregoing law;

6. That the State Director has authority to submit the foregoing plan;

7. That the Wisconsin Technical College System Board has adopted and formally approved the foregoing plan; and

8. That the foregoing plan is the basis for State operation and administration of the program.

3/24/94
Date

Dwight A. York
Dwight A. York, State Director
Wisconsin Technical College
System Board

C. CERTIFICATION OF STATE PROCESS SUBMISSION

I certify that the State Intergovernmental Review Process established pursuant to Executive Order 12372 has been waived for plans developed under the Carl D. Perkins Vocational and Applied Technology Education Act.

3/24/94
Date

Dwight A. York
Dwight A. York, State Director
Wisconsin Technical College
System Board

D. CERTIFICATION OF DELEGATION

The Wisconsin Technical College System Board, as the sole State agency authorized to administer or supervise the administration of the State vocational education program under P.L. 101-392, delegates all responsibility for the administration, operation and supervision of the State vocational education program at the elementary/secondary level to the Wisconsin Department of Public Instruction except for those responsibilities specifically reserved to the Board by Section 111(a)(1) of the Act. This delegation includes, but is not limited to, responsibility for:

1. Developing, implementing and operating policies and procedures for the allocation of federal funds to secondary school districts and other eligible recipients and agencies in accordance with the provisions of P.L. 101-392, and providing an appeal process for eligible recipients in accordance with 76.401 of the U.S. Education Division General Administrative Regulations (EDGAR);

2. Providing the fiscal control and audit procedures, and maintaining the fiscal records required by P.L. 101-392;

3. Providing for the proper and efficient administration of the Act;

4. Assisting the individual responsible for administering Section 111(b) of the Act;

5. Carrying out the provisions of Section 118 relating to members of special populations;

6. Developing plan and report materials in accordance with Section 113 and other sections of the Act, including consultation with the Wisconsin Council on Vocational Education and the Committee of Practitioners established under Section 115 and 512 of the Act;

7. Developing a system of core standards and measures of performance in consultation with the State Committee of Practitioners;

8. Developing policies and procedures to ensure compliance with this and related provisions of the Act.

This delegation of authority is effective upon approval of the State Plan by the State Board and by the U.S. Secretary of Education.

E. FY 1995 CERTIFICATIONS REGARDING LOBBYING; AND DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

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1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Section 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 –

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicated for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT Wisconsin Technical College System Board	PR/AWARD NUMBER AND/OR PROJECT NAME P.L. 101-392 Carl D. Perkins
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Dwight A. York, State Director	
SIGNATURE Dwight A. York	DATE 3/24/94

ED 80-0013 (Partial)

F. FY-95 Certification Regarding Drug-Free Workplace Requirements
States and State Agencies

This certification is required by the regulations implementing the Drug-Free Workplace Act of 1988, 34 CFR Part 85, Subpart F. The regulations, published in the May 25, 1990 Federal Register, require certification by grantees, prior to award, that they will maintain a drug-free workplace. Section 85.630(c) of the regulations provide that a grantee that is a State may elect to make one certification in each Federal fiscal year. The certificate set out below is a material representation of fact upon which reliance will be placed when the agency determines to award the grant. False certification or violation of the certification shall be grounds for suspension of payments, suspension or termination of grants, or government-wide suspension or debarment (see 34 CFR Part 85, Sections 85.615 and 85.620).

A. The grantee certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an ongoing drug-free awareness program to inform employees about--
  (1) The dangers of drug abuse in the workplace;
  (2) The grantee's policy of maintaining a drug-free workplace;
  (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
  (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will--
  (1) Abide by the terms of the statement; and
  (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within ten calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days after receiving notice under subparagraph (d)(2) with respect to any employee who is so convicted--
  (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
  (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

310 Price Place
P.O. Box 7874
Madison, Dane, Wisconsin 53707-7874

Check ☐ if there are workplaces on file that are not identified here.

Organization Name Wisconsin Technical College System Board	
Name and Title of Authorized Representative Dwight A. York, State Director	
Signature Dwight A York	Date 3/24/94

G. PUBLIC HEARINGS

The Wisconsin Technical College System Board held two public hearings to afford all segments of the public and interested organizations and groups an opportunity to present their views and make recommendations regarding the State plan developed under the Act.

At lease 30 days before the hearings, the State Board and the Department of Public Instruction mailed approximately 1,300 notices of the hearings to agencies, organizations and individuals including women's and other special populations groups which have an interest in vocational education. In addition, in accordance with State law, notice of the hearings was published in the State newspaper of record, ten days before the hearings. At lease ten days prior to the hearings, copies of the proposed plan were made available for review at the sixteen Technical College System Districts and the twelve secondary Cooperative Educational Service Agencies (CESA's) headquarters which are located throughout the state, as well as at the State Board and Department of Public Instruction offices. In the notices of the hearings, the Board and the DPI stipulated that they would accept written comments from parties who did not attend either of the hearings.

The hearings were held on December 15, 1993, at 10:30 a.m. at the Western Wisconsin Technical Institute in LaCrosse and the Moraine Park Technical Institute in Fond du Lac.

Three recommendations, summarized and responded to below, were made at the public hearings. No comments were submitted to the Board or the Department either before or after the hearings. In addition to the comments made on the provisions of the plan, comments were made at the hearings in support of the federal Tech Prep program and questions were raised and responded to on the State's youth apprenticeship program and how to find out about local sex equity programs.

COMMENT AND RECOMMENDATION:

"Under the law, there is a list of fundable activities for Title II ... ." While these activities are not in any priority order, the State Board "has chosen to mandate a priority order of" these activities and services; i.e., before a Technical College System District may use formula funds for an allowable service, it must first demonstrate that all services higher on the priority list are being provided; if any higher priority service is not being provided by the district, it is required to use federal funds to provide that service.

It is recommended that the State Board "consider working with each individual subcontractor to determine the most appropriate needs for that district and that would drive the order of services funded.

RESPONSE:

The State Board requires that Title II formula funds be used to meet the needs of special populations before funds may be used by a Technical College System District for other purposes. The comment above refers to the second requirement of the Board, that the activities which may be supported with Perkins formula funds must be provided by the districts to the extent practicable regardless of funding source. Furthermore, the Board believes that there is a logically sequenced progression to many of these activities; e.g., guidance and counseling should precede enrollment in a program, and that others which have no order of precedence; e.g., Adaption of Equipment and Supplementary Services, can be prioritized either in terms of serving members of special populations. It is also held by the Board that this framework allows the districts to meet the differing service needs of their special populations.

The Board also notes that it annually requests, and will continue to request, input from WTCS District personnel in the development of the guidelines governing the application for and use of Perkins funds. While no comments reflecting the recommendation under discussion were made in relation to the current guidelines which incorporate the provisions of this plan, the Board remains willing to discuss the current priority order and make any changes which would ensure that the formula funds are being used to met the needs of special populations in a more effective and efficient manner.

RECOMMENDATION:

It was recommended "that the continuation of basic services be a priority over initiating new programming at a time when (Wisconsin Technical College System District) resources are scarce."

RESPONSE:

The State plan does not propose the initiation of new programs for the WTCS Districts; rather it targets the funds to support the continuing provision of basic services; e.g., Guidance and Counseling, and Supplementary Services, to members of special populations.

RECOMMENDATION:

It was recommended that Carl Perkins funded activities including Tech Prep should be made available to students in elementary school (below the ninth grade) in order to expedite future vocational education activities at the secondary and postsecondary levels.

RESPONSE:

While there are a number of initiatives underway in Wisconsin for providing elementary students with career oriented activities, the Perkins Act does not provide funding for activities below the ninth grade.

H. WISCONSIN COUNCIL ON VOCATIONAL EDUCATION

Staff from the State Board and the Bureau for Vocational Education of the Department of Public Instruction met with the Council or its Planning Committee in relation to the development of the State plan beginning on June 14, 1993. Between Council or Committee meetings, contact was maintained with the Council through its Executive Director so that the Council was kept abreast of the actions the Board and the Bureau were taking to implement the provisions of the Act.

The comments made by the Council in relation to the VEA State plan are presented below, along with the responses of the Board and the Department of Public Instruction to the Council's recommendations.

COMMENDATION

The Department of Public Instruction (DPI) and the Wisconsin Technical College System Board (WTCSB) are commended for the detailed needs assessment each system completed in preparation for developing the Carl Perkins State Plan for 1994-95.

COMMENDATION

The DPI and WTCSB are commended for the excellent implementation of the Carl Perkins Act as expressed by U.S. Department of Education officials as the result of the Department's monitoring of Wisconsin's 1991-94 State Plan.

COMMENDATION

The DPI and WTCSB are commended for the inclusion of an executive summary in the 1994-96 Plan.

RECOMMENDATION AND RATIONALE:

It is recommended that a single, joint needs assessment for vocational education be completed by the DPI and WBVTAE (now the WTCSB).

Rationale: A needs assessment jointly planned and conducted by the two state agencies may more clearly identify needs related to improving the transition of students as well as identify the needs for accomplishing a well-organized Tech Prep Program for grades 11 through 14.

RESPONSE:

The State Board and the Department of Public Instruction will take this recommendation under advisement. The agencies find that the recommendation needs to be clarified in some respects; e.g., is the Council recommending that a joint needs assessment should cover all aspects of vocational education or just those areas that pertain to the transition of secondary school students into postsecondary programs offered by the WTCS Districts? Staff from the State Board and the Department will meet with the Executive Director of the Council and will meet with the Council or its Planning Committee at the pleasure of the Council.

The Board notes that "Leaders from education, government, business, industry, and labor in Wisconsin have come together over the last four years to systematically address the critical need to improve the transition from school to work. Together, they are forging a new consensus for investing in Wisconsin's future. The reforms proposed and enacted through changes in statutes, programs, and resource allocation are transforming education and job training at all levels in the state." (Excerpt from the February 18, 1994 draft of a paper titled "Education for a Lifetime: Wisconsin's School-to-Work Initiatives," which is being jointly developed by the Department of Public Instruction, the State Board, and the Department of Industry, Labor and Human Relations.)

The State's School-to-Work Management Team, composed of personnel from the State Board, the Department of Public Instruction, the University of Wisconsin System, and local providers, have several joint initiatives in operation. For example, several hundred instructors from secondary schools and technical colleges are involved in the integration of academic and vocational education. Another initiative under the Tech Prep umbrella is curriculum mapping which contributes to the smooth transition of students from secondary to postsecondary programs an addresses the need for career clusters at the secondary level which will lead to career majors at the postsecondary level. Also included under the School-to-Work umbrella is the Youth Apprenticeship effect, a collaborative effort among DPI and the secondary schools, the State Board and the technical colleges, and the Department of Industry, Labor and Human Relations.

Overall, cooperative relationships between the several state agencies and their local counterparts involved in employment and training seem to be well established. the joint planning efforts of the Department of Public Instruction and the State Board are working towards continuing improvement in the transition of secondary students into postsecondary education. This effort addresses each of the School-to-Work initiatives that are in place at the Department of Public Instruction.

RECOMMENDATION AND RATIONALE:

It is recommended that the DPI (Department of Public Instruction) develop a program approval process that would qualify local school district programs as "approved" if they met specific standards.

Rationale: Currently there are no specific guidelines or standards by which local secondary vocational programs are reviewed as to content, quality, or occupational demand; or whether they are articulated with postsecondary programs. Consequently, programs exist throughout the state in Wisconsin high schools under the same program title with little consistency and quality from one school to another. The development of Tech Prep programs throughout the state calls for improved consistency, quality, and evaluation.

RESPONSE:

As stated in the Council's rationale, there are no current state program standards by which local secondary districts receive "approval" designations based on content, quality, occupational demand or articulation with postsecondary programs. Such a change would represent a substantial move forward in providing consistent quality in secondary vocational education programs statewide. As the Department is currently finalizing its reorganization around a "mission team" framework, this topic will be referred to the appropriate administrative and program development group(s) for review and incorporated into Department School-to-Work efforts, initiatives and programs. Instituting such a process would entail State Superintendent involvement and changes in state law which cannot occur prior to the next State Plan.

I. WISCONSIN JOBS COUNCIL

The Wisconsin Jobs Council reviewed the proposed State plan under the provisions of the Job Training Partnership Act and the Governor's Wisconsin Employment and Training Policy developed by the Council. The Council found that the plan "addresses the goals, strategies and objectives of the Wisconsin Employment and Training Policy for FY 1994-95 and the State Coordination Policy as approved by the Council and the Governor.

The Council made no recommendations on the provisions of this 1994-96 two-year plan, but did recommend that the language covering the linkages between the State Board and the Department of Public Instruction in administering and implementing the Perkins Act be strengthened and outlines in the next plan. The State Board and the

Department will follow this recommendation in developing the nest State plan for the use of Perkins Act funds.

J. SEX EQUITY RECOMMENDATIONS

The individual assigned to work full-time to assist the State in carrying out the sex equity provisions of the Act has not made separate recommendations for inclusion in the State plan of programs and policies to overcome sex bias and sex stereotyping in such program. The recommendations of the sex equity coordinator are incorporated into the goals and proposed activities under Section 221, Programs for Single Parents, Displaced Homemakers, and Single Pregnant Women; Section 222 Sex Equity Programs, and in the guidelines of the State Board and the Department of Public Instruction for the development of local applications for VEA funding.

K. STATE LEGISLATURE

In accordance with Wisconsin Statute 16.54(5), the State Board notified the State legislature that the Board intended to submit a 1994-96 Two Year Plan to the U.S. Department of Education as a condition for the receipt of federal funds available to the State under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

The Wisconsin Technical College System Board is in full compliance with state and federal equal opportunity and affirmative action laws and regulations including Title VII of the 1964 Civil Rights Act, Age Discrimination in Employment Act, Title VI of the 1964 Civil Rights Act, Equal Pay Act, Title IX of the 1972 Education Amendments, and Section 504 of the 1973 Rehabilitation Act, Wisconsin Fair Employment Law, Wisconsin Civil Service Law and Executive Orders, the Carl Perkins Vocational Education Act, Adult Basic Education Act, Job Training Partnership Act, the Office of Civil Rights Guidelines for the Elimination of Discrimination in Vocational Education, the Americans with Disabilities Act (ADA), and/or other applicable state or federal legislation. It is the policy of the WTCS Board not to discriminate on the basis of race, color, creed, national origin, religion, sex, age, disability, arrest record, conviction record, political affiliation, marital status, sexual orientation, and membership in the National Guard, state defense force or any other reserve component of the military forces of the United States, or this state. Inquiries regarding equal opportunity may be directed to the Wisconsin Technical College System Board, 310 Price Place, P.O. Box 7874, Madison, Wisconsin 53707; telephone (608) 266-1207 or Telecommunications Device for the Deaf (TDD) (608) 267-2483.